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ABSTRACT

The annotated bibliography describes foreign language assessment instruments currently used in elementary and middle schools. The instruments are drawn from a wide variety of program models: Foreign Language in the Elementary School (FLES), middle school sequential instruction, and immersion (total, two-way, partial). The bibliography has six sections: assessment instruments; program evaluation instruments; classroom assessment activities; sample assessment instruments; selected related resources; and selected commercially available language tests. An index of instruments according to purpose, language, and grade level is included. Descriptions of assessment instruments and activities and sample assessments were collected from teachers, schools, school districts, state education offices, and educational research organizations. In each section, materials are listed in alphabetical order according to language. The major emphasis is on French, German, Italian, Japanese, and Spanish. Also included are Arabic, Catalan, Chinese, Chuukese (Lagoon), Gallego, Haitian-Creole, Indonesian, Korean, Latin, Modern Greek, Navajo, Palauan, Pohnpeian, Portuguese, Russian, Tagalog, and Welsh. Each entry includes information on availability, current users, language program type, intended grade level, intended test use, skills tested, test author, publications date, test cost, length, test materials, format, scoring method, a description, test development and technical information, parallel versions in other languages, and a contact person. An introductory section gives an overview of the bibliography's contents and notes on selecting an assessment instrument. (MSE)

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language assessment

K-8

AN ANNOTATED BIBLIOGRAPHY OF ASSESSMENT INSTRUMENTS

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Foreign Language Assessment in Grades K–8

An Annotated Bibliography of Assessment Instruments

compiled by Lynn Thompson

Prepared for publication by
the ERIC Clearinghouse on Languages and Linguistics
and the National K–12 Foreign Language Resource Center

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Lynn Thompson

Foreword

Given the very positive response to the first edition of this bibliography (1995), the Assessment Initiative of the National K-12 Foreign Language Resource Center (Iowa State University and the Center for Applied Linguistics) is pleased to offer this updated and expanded edition. This new volume includes updated entries from the original volume and entries for over 50 new assessments collected in 1996-97.

In the pages that follow, you will find descriptions of new assessment instruments and resources from Australia, Canada, Guam, Spain, Switzerland, the United Kingdom, and the United States. The new assessment instruments described are for languages previously included as well as for Catalan, Chuukese, Gallego, Indonesian, Modern Greek, Palauan, Pohnpeian, and Tagalog. New to the bibliography is a section on Internet resources, which lists a few of the many potentially rich electronic sources of information about assessment currently available. Much has happened in foreign/second language assessment in the past 2 years, which is reflected in this edition of the bibliography. More than 35 books, articles, and reports, many written just in this past year, have been added to the resources section.

As with the first edition of the bibliography, descriptions of assessment instruments were written primarily by their authors or distributors. It is interesting to note that contributors use the term *proficiency* in several different ways. Some use it as a general term to indicate what students have achieved in a class setting, whereas others use it to indicate how students perform in a broader, more global setting that is not program specific. The first use is particularly understandable at beginning levels of language study, when students' competency or proficiency in a language is truly limited to what they have achieved or learned in the classroom. For example, in the first year of language study, students may understand a number of formulaic questions (e.g., What is your name?) and be able to respond in a limited, formulaic fashion (e.g., My name is . . .).

The second use of the term *proficiency*, on the other hand, is indicative of the growing need for schools to demonstrate that they are preparing students to function in a second language in a variety of settings outside the classroom. Such assessment instruments seek to capture what students know and can do in a second language beyond the learning environment. It is expected that assessment instruments of this second type will become more and more common in response to the demands of administrators, parents, the community, and the employers who will someday hire these students.

Contributors also use the terms *achievement* and *prochievement* to distinguish among the various test types. The comparison below, based on training material developed by Dr. Marjorie Tussing (University of California, Fullerton), is designed to help teachers distinguish among three different types of tests to determine which may be appropriate for their class or for an entire program.

ACHIEVEMENT, PROFICIENCY, AND PROCHIEVEMENT TESTS

Achievement Test	**Proficiency Test**
1. What we taught.	1. How a person functions in the language.
2. Limited material.	2. Unlimited material.
3. Student can study for it.	3. Student cannot study for it.
4. Focus on discrete points.	4. Focus on overall language (i.e., grammar) competence or ability to function in the language.
5. Student can get 100%.	5. Student is rated on a continuum.
6. Frequently compares students to each other (norm-referenced).	6. Compares student's performance to a standard (criterion-referenced).

Prochievement Test

1. What was taught in a meaningful context.
2. Simulates real-life language use.
3. Measures progress toward stated proficiency goals.
4. Prepares learners for true proficiency test.

Dr. Tussing's chart not only neatly characterizes these three types of assessment instruments, but also helps us reflect on the purposes of assessment. The introduction to this volume, which also appeared in the 1995 edition, helps continue that process of reflection by providing further background on trends in assessment and questions to ask when adapting or developing assessment materials.

As always, if you have an assessment instrument to share or questions about assessment, we want to hear from you. In 1999, we plan to publish a bibliography covering assessment instruments and resources for Grades K-12. If you would like to contribute, please contact Lynn Thompson at the Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037-1214, telephone 202-429-9292 ext. 219, e-mail <lynn@cal.org>.

Lynn Thompson

Introduction

Background

This annotated bibliography describes foreign language assessment instruments that are currently being used in elementary and middle schools across the country. The instruments featured are drawn from a wide variety of program models: FLES (foreign language in the elementary school), middle school sequential foreign language instruction, and immersion (total, two-way, and partial). FLES instruction, which may be content-based or focus on explicit language instruction, comprises 5–15% of class time, amounting to a minimum of 75 minutes per week, with classes meeting at least every other day. At the middle school level, sequential foreign language instruction usually represents 45–60 minutes of instruction in the foreign language 3–5 times a week. In partial and two-way immersion programs, the target language is used for at least 50% of class time; total immersion programs use the target language all of the time. Subject matter (content areas) can be taught in the target language in all types of elementary and middle school foreign language programs. (For a detailed discussion of foreign language program types, see Curtain & Pesola, 1994.)

With the growing emphasis across the country on assessment and standards, a need was seen for a comprehensive "snapshot" of foreign language assessment at the national, state, district, and local levels. This bibliography was developed by the National K–12 Foreign Language Resource Center, which is a collaboration among Iowa State University, the Center for Applied Linguistics, and various foreign language educators and researchers around the country. One of six national foreign language centers funded by the U.S. Department of Education, this center is unique in its focus on improving foreign language education in kindergarten through twelfth grade through the professional development of K–12 foreign language teachers. Three initiatives guide the work of the National K–12 Foreign Language Resource Center: performance assessment, effective teaching strategies, and new technologies.

The performance assessment initiative is designed to help foreign language teachers develop models or a framework for assessing the language of students in their own classrooms and includes the following activities:

- conducting a search of assessment instruments currently available and compiling them in an annotated bibliography;
- selecting ten K–8 foreign language teachers (identified by their principal or foreign language supervisor as successful and most likely to share their new knowledge of assessment with others) to participate in the project;

- conducting an initial workshop to find out how teachers currently use assessment and to brainstorm with researchers about innovative assessment strategies;
- conducting a follow-up workshop to learn about the national foreign language standards and how classroom assessment can relate to these standards;
- developing draft assessment guidelines;
- piloting the guidelines; and
- publishing and disseminating the guidelines to the public.

The focus of the bibliography on K–8 rather than K–12 foreign language assessment was deliberate. Little information is available on how foreign language students are being assessed in the lower grades, and many of the instruments designed for high school assessment are not suitable for elementary or middle school (although they are sometimes used anyway). There exists no other foreign language assessment bibliography with a K–8 focus. The only similar work in North America identified by project staff is a 1991 compilation of assessment materials for K–12 French instruction in Canada (Lapkin, Argue, & Foley, 1992).[1] *Foreign Language Assessment in Grades K–8*, however, includes not only French tests, but many tests for other commonly and less commonly taught languages. For assessment instruments in other languages at the postsecondary level, teachers may wish to contact the Foreign Language Education and Testing Division at the Center for Applied Linguistics (CAL). CAL has compiled a bibliography for postsecondary foreign language assessment under the auspices of the CAL/Georgetown University National Foreign Language Center. The description format of the present bibliography is based on the format of CAL's postsecondary foreign language assessment bibliography; it is hoped that assessment instruments for Grades 9–12 will be added at a later date, and the bibliographies can then be merged into a single database.

How the Bibliography Was Compiled

The goal of this project was to identify the means by which teachers assess their K–8 foreign language students and to compile descriptions of instruments and techniques, both traditional and alternative, that could then be made available to other foreign language educators. An extensive telephone survey was conducted to locate assessment instruments that are not available commercially. With assistance from the National Council of State Supervisors of Foreign Languages, efforts were made to contact all state foreign language supervisors who have elementary or middle school foreign language instruction in their states. As many as possible of the district foreign language supervisors, identified by state language supervisors and the National Association of District Supervisors of Foreign Languages, were also conducted. Canadian foreign language educators were contacted through the assistance of the Canadian Association of Second Language Teachers (CASLT) and the Modern Language Centre of the Ontario Institute for Studies in Education, and through U.S. language educators who had worked on assessment with Canadian colleagues.

The decision was made to include Canadian resources in the first edition of this bibliography, because it was evident that such resources were already being used by American foreign language educators and were, therefore, readily available. Efforts were made to contact colleagues in other countries, but they did not result in many K–8 assessment instruments. In 1995–96, more intense and in-depth efforts were made to identify foreign language assessment materials in other countries. The results of this effort are included in this edition of the bibliography.

To facilitate the gathering of information from supervisors, teachers, and schools, an interview protocol was developed that included the following questions: How do you assess foreign language in your state/district/school? Do you use authentic or alternative assessment materials/techniques or traditional tests? Would you be willing to provide the instrument or a detailed description of the instrument for the K–8 foreign language bibliography that is being compiled? Respondents answered over the telephone or in writing, and those willing to share instruments were encouraged to send them to us with detailed background information.

Participation in the survey was also solicited through announcements in *FLES News* (the newsletter of the National Network for Early Language Learning), at foreign language conferences (Northeast Conference on the Teaching of Foreign Languages, Advocates for Language Learning, and the American Council on the Teaching of Foreign Languages), and on an international e-mail testing bulletin board. Further, project staff asked a number of foreign language educators to distribute flyers on the project.

Once descriptions of the assessment instruments were received, they were entered into a database. No judgments were made on the instruments, because the project's goal is to provide a comprehensive picture of assessment instruments currently in use. With few exceptions, all assessment materials submitted were included in this bibliography. Those that were not included were designed for students in grades not covered by the bibliography (Grade 9 and above). Printouts of the descriptions in bibliography format were sent to the contributors for verification of information. The descriptions in the database were then edited accordingly. Finally, the entire bibliography was carefully reviewed by a number of foreign language educators and researchers.

All users of this bibliography are encouraged to share their assessment techniques, instruments, and resources, so that future editions of this bibliography can be as complete and useful as possible. Contributions, suggestions, or questions concerning the bibliography should be sent to the following address:

Lynn E. Thompson
K–8 Foreign Language Bibliography Project
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214

How to Use This Bibliography

Users of this bibliography are encouraged to think of it as a source of "start-up" material and contacts with fellow foreign language teachers who are grappling with the assessment dilemma. If a particular instrument seems to match your needs, further information concerning the curriculum, program characteristics, and purpose can be obtained by getting in touch with the contact person for that instrument. Even when you have identified an assessment instrument that seems appropriate for your program, certain content changes will probably be necessary due to the unique features that distinguish each class, school, school district, and state. Thus, in all likelihood, "adaptation" rather than "adoption" of a particular instrument will be the key word.

It should be noted that it is not the purpose of this bibliography to recommend or promote any particular instrument. This collection is a reflection of the types of assessments being used in classrooms today. One of the purposes of these descriptions is to provide a springboard for teachers to develop their own assessment materials. Just as there are many different types of curricula and programs (FLES, immersion, partial immersion, etc.), there are many types of assessment. Assessment and curriculum must be linked. Any assessment instrument should be directly tied to and sequenced with the curriculum, instructional goals, and program that it supports. No instrument exists outside of the context for which it was created.

This bibliography should be of interest to teachers who are looking for assessment tools, to researchers who need assessment instruments for their studies, to others in the foreign language field who want to get a sense of what is available, and to test developers who want to see what early language assessment instruments may still be needed.

Contents of the Bibliography

The bibliography consists of six sections:

1) assessment instruments;
2) program evaluation instruments;
3) classroom assessment activities;
4) sample assessment instruments;

5) selected resources; and

6) selected commercially available language tests.

An index that lists assessment instruments according to purpose, language, and grade level can be found at the end of the document.

SECTIONS 1–4

Descriptions of assessment instruments and activities and sample assessments were collected from teachers, schools, school districts, state education offices, and educational research organizations. In each section, materials are listed in alphabetical order according to language.

Before consulting these sections, it is important to understand how each entry (with the exception of the sample instruments) is organized. The following information is provided for each entry:

a) **Availability:** Who has access to the assessment instrument (if restricted, you must get in touch with the contact person listed to request availability information; if unrestricted, the instrument is freely available).

b) **Current Users:** Individuals, schools, school districts, or states currently using the assessment instrument.

c) **Type of FL Program:** Type of program that this specific instrument was designed for: FLES, immersion, partial immersion, or middle school sequential foreign language.

d) **Intended Grade Level:** Grade or grades for which this instrument is appropriate.

e) **Intended Test Use:** For example, placement, program evaluation, language proficiency, achievement (see definitions listed in index).

f) **Skills Tested:** May include listening, speaking, writing, reading, culture, and, in some cases, content area mastery.

g) **Test Author:** Writer or writers of the assessment instrument.

h) **Publication Date:** When the instrument was officially made available.

i) **Test Cost:** Any cost charged if a copy or copies of the instrument are desired.

j) **Test Length:** Includes both the number of items and administration time.

k) **Test Materials:** Materials required in order to administer and score the instrument effectively.

l) **Test Format:** Item type (e.g., multiple-choice, fill-in-the-blank, short essay).

m) **Scoring Method:** Method of scoring the assessment instrument (e.g., number correct, by percentage, holistic, rubric, and, in some cases, whether the test is scored by teachers or sent out).

n) **Description:** Brief description of the instrument: what it consists of, its purpose.

o) **Test Development and Technical Information:** Background and history of development of the instrument; any validity, reliability, or other statistical data available.

p) **Parallel Versions in Other Languages:** Indication of whether the instrument exists in other languages.

q) **Contact:** Includes name, position, organization, address, and telephone number from which the assessment instrument or information about the instrument may be requested. *Please note that this is the person you should contact for more information about the assessment instrument, not the compilers of this bibliography. We do not have copies of the assessment materials to distribute.*

SECTION 5

Selected resources cited in this second section include other bibliographies; guidelines for assessment/evaluation; and books, articles, and papers related to assessment.

SECTION 6

This section contains a partial list of commercially available language tests known to be in frequent use. The tests are designed mostly for Spanish immersion or bilingual programs, although some are adaptable for other programs or languages. To our knowledge, there are no commercially available FLES tests other than those that have been written to accompany FLES textbook series.

INDEX

The index lists assessment instruments according to their purpose: ongoing or end-of-year assessment, program evaluation, or placement. Within each of these categories, instruments are organized first by modality (listening, speaking, reading, writing, culture), then by language. Each entry in the index also provides the following information: focus of the instrument (achievement or proficiency), type of program for which instrument is designed (e.g., FLES, immersion), and appropriate grade level.

Traditional Assessment and Alternative Assessment

The assessment materials described in this bibliography reflect both traditional and alternative views of assessment. Traditionally, assessment has emphasized the measurement of defined, discrete, routine skills through testing (Herman, Aschbacher, & Winters, 1992). Traditional assessment instruments are often multiple choice and scored on the basis of the number of correct answers. In such tests, there is usually only one "right" answer that the student needs to recognize or reiterate. Measurement of a given body of knowledge or product is verified by the student's performance on the test. There is often little relationship between the test and instructional content. Moreover, this approach has been limited to assessment of student outcomes and has provided little information about teaching and learning processes.

More recently, educators have put increasing emphasis on measuring the processes inherent in learning and teaching. New assessments require students to apply and integrate what they know by emphasizing complex skills (e.g., ability to analyze, generalize, hypothesize) within a relevant, meaningful context. Open-ended, complex problems challenge students and encourage them to draw their own inferences. In addition, alternative methods of assessment are being advocated as more than just tests; they are, rather, an integral part of classroom instruction. Assessments that fit in this category include performance testing, portfolios, exhibits, demonstrations, and dialogue journals. These approaches also call for more student involvement in planning assessment, interpreting the results of assessment, and in self-assessment. The chart on the following page summarizes the characteristics of these two approaches to assessment and their use and gives common formats of each.

What to Look for in an Assessment Instrument

The selection or development of an assessment instrument should be done with great care and attention. This section presents a two-step process for selecting or developing an instrument that most closely suits your needs. The first step, a preliminary checklist below, allows you to determine if an assessment is worth considering.

STEP 1: PRELIMINARY CHECKLIST

1) What are my instructional goals?

2) What is my purpose for assessing my students?

3) What do I want to know about my students?

Traditional Assessment	Alternative Assessment
CHARACTERISTICS *Discrete points are assessed. *Student is assigned a score based on number or percentage correct. *Tests are scored easily and quickly. *Items are often multiple-choice, matching, or true/false. *Items test passive knowledge (student is merely required to recognize the correct answer, not to produce it). When these tests are standardized, they: *allow comparisons across populations, *are considered statistically valid and reliable.	**CHARACTERISTICS** *Emphasis is on the process of learning as well as the product. *Assessment tasks involve the application and integration of instructional content. Tasks are often open-ended, offer students a great degree of choice and input, and culminate in individual or group performances. *Language is assessed holistically. Scoring requires judgement and use of scoring criteria (e.g., rubrics). *Assessments often involve multistep production tasks or require multiple observations and thus require extended time to complete. *Tasks require students to demonstrate knowledge actively through problem-solving, inferencing, and other complex cognitive skills. *Tasks are situation-based or based in the real-world context. *Assessments often have not been evaluated for statistical validity or reliability.
USE *Main focus is on the assessment of learning outcomes.	**USE** *To assess -learning outcomes -learning processes -instructional processes -instructional objectives *To encourage -student involvement and ownership of assessment and learning -collaboration between students and teachers *To plan effective instruction
COMMON FORMATS Multiple-choice response Discrete-point tests	**COMMON FORMATS** Portfolios Journals Demonstrations Conferences Observations

Chart inspired by Baker (1990), Herman, Aschbacher, & Winters (1992), and Lewis (1992).

4) How will the test results be used?

5) Does the instrument I am considering match the purpose for which I am assessing (e.g., progress in a particular lesson, mastery of a certain topic, placement, program evaluation)?

6) Is the level or grade for which this instrument was developed appropriate for my students?

7) Does the instrument measure the language skills that I wish to assess (e.g., speaking, listening, reading, writing, cultural knowledge)?

8) Is the instrument designed for a program similar to mine? If not, can I adapt it for use in my program?

9) If the instrument was not designed specifically for the language I want to assess, can it be adapted easily?

10) Will the results of this assessment permit me to make the decision I want to make?

If you answered "yes" to Questions 1–10, you are ready to go on to the second step outlined below. If you answered "no" to any of the questions, the assessment should be discarded or modified.

Step 2: Detailed Checklist

When you have completed Step 1, the proposed assessment instrument should be evaluated in light of specific criteria:

1) Student Characteristics
2) Practicality and Purpose
3) Content
4) Format/Layout
5) Reliability/Validity

1. Student Characteristics

How does the test match the students in terms of the following?

a) intended age level
b) intended proficiency level
c) language skills
d) prior test-taking experience
e) other factors that you think are important

2. Practicality and Purpose

1) How practical is this assessment instrument to administer?
   - a) Does it require special equipment?
   - b) How long does it take to administer?
   - c) Is it feasible given the size of the class?
   - d) Are there any other intervening variables that might make it impractical to use?

2) Is the assessment instrument easy to score?

This is particularly important when large numbers of students are to be assessed or there is little or no time to give teachers formal training in scoring the instrument. If the test involves scoring student performance using a scoring scale or rubric, it is important to provide training in its use to the teachers as well as to provide opportunities for feedback about both the instrument and the scoring method. Lack of uniform training or confusion over the use and language of the scale or rubric could cause unreliable results.

3) What kind of information does the assessment instrument provide? How are the results to be interpreted? Crucial to any assessment instrument are clear explanations of the information that it provides and how results are to be interpreted so that they may be properly used.

4) Do the purposes and decisions associated with the assessment results match yours?

3. Content

1) What was this assessment instrument based on (e.g., a curriculum, syllabus, etc.)?

2) How closely does the assessment instrument match your curriculum content? That is, to what extent does the assessment instrument content match the curriculum and syllabus emphases and goals of your program or course?

3) If the assessment instrument needs to be adapted to fit your syllabus or curriculum, what changes are necessary?

4) Are the directions for administering/taking/scoring the assessment instrument accurate and easy to understand?

5) Are the actual assessment instrument questions clearly written without any errors? (One good way to check is to take the test yourself or ask a colleague to take it, and see if any items contain errors or are misleading or unclear.)

6) If the assessment instrument is a draft, it is really useful to pilot it with students similar to the ones who will use the assessment instrument in its final form. Ask students and teachers for comments and suggestions about the different sections and examine their performance on the assessment instrument. You might ask, for example, if the directions or tasks are clear. Poor performance could be due to unclear instructions rather than a lack of knowledge of the language or content that the instrument is seeking to elicit.

7) Given the answers to Questions 1–6, is this assessment instrument appropriate?

4. Format/Layout

Format can vary widely and the format that you choose should be appropriate for the skills (listening, speaking, reading. writing, culture) and the course content that you wish to assess. Multiple-choice format, for example, may be appropriate for assessing reading and listening comprehension skills, whereas short-answer or communication tasks may be more appropriate for testing writing and speaking. In addition, it is important to determine whether assessing passive knowledge (e.g., word recognition) or the measure of performance is your goal. Multiple-choice items are used frequently in assessing passive knowledge, because the student does not need to produce the correct answer—he or she only needs to be able to recognize it. Short-answer or communication tasks are used in assessment instruments of active knowledge, because the student's ability to perform is the focus.

1) What is the format?

2) Is the format appropriate for the skill that is being assessed?

3) Are the students familiar with this format? It is advisable to introduce a new format to students as an integrated part of their classroom activities before they encounter it in a more formal assessment.

4) What advantages/disadvantages does this format have?

5) If the format of the assessment instrument needs to be adapted, what changes are necessary? Are these changes feasible?

6) Is the layout clear? If not, what changes would be necessary to make the layout acceptable?

7) Given the answers to Questions 1–6, would this assessment instrument be appropriate for my students?

*5. **Reliability/Validity***

Is there any information concerning reliability and validity?

Reliability concerns how consistently the assessment instrument measures what it is supposed to measure. Validity has to do with what an assessment instrument actually measures in relation to what it is supposed to measure.

- For classroom-based assessment, data on reliability and validity is neither available nor necessary given the orientation and purpose of assessment. The more weight and importance given to the decisions that are based on assessment instrument results, the more important validity and reliability become.

Summary

Obviously, this introduction and the contents of this bibliography will not provide you with an answer to all of your assessment challenges. They should, however, give you a sense of some of the questions that need to be asked when choosing or designing an assessment instrument and provide inspiration for your own assessment endeavors. Good luck with your assessment tasks, let us know your questions and comments, and be creative with your assessments!

Note

1. Most of the descriptions of Canadian assessment instruments included in this bibliography are drawn directly from this very useful compilation (with the permission of Sharon Lapkin and the editor of the *Canadian Modern Language Review).* For those French teachers interested in assessment for Grades 8–12, the Lapkin et al. bibliography includes descriptions of many recently developed French assessment instruments in Canada.

References

Baker, E.L. (1990). *What probably works in alternative assessment.* Los Angeles, CA: UCLA Graduate School of Education; National Center for Research and Evaluation, Standards, and Student Testing.

Curtain, H., & Pesola, C.A. (1994). *Languages and children: Making the match* (2nd ed.). White Plains, NY: Longman.

Herman, J.L., Aschbacher, P.R., & Winters, L. (1992). *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Lapkin, S., Argue, V., & Foley, K. (1992). Annotated list of French tests: 1991 update. *Canadian Modern Language Review, 48* (4), 780-807.

Lewis, A.C. (1992). No shortcuts for alternative assessment. *Research and Development Review, 7* (4), 2-3.

Part 1:
Assessment Instruments

Classroom Oral Competency Interview (COCI)

Availability:	Restricted
Current Users:	Mostly California language educators affiliated with the California Foreign Language Project (CFLP)
Type of FL Program:	FLES, middle school/high school sequential foreign language. Also used in ESL programs and as a placement test for the Stanford French language program.
Intended Grade Level:	K-12
Intended Test Use:	Proficiency
Skills Tested:	Speaking
Test Author:	Sylvia Jones, Margaret Azevedo, Lorraine D'Ambruoso, Anne Jensen, Kenneth Kirkeby, Duarte Silva, and Brandon Zaslow
Publication Date:	1993
Test Cost:	$30.00 payable to CFLP (California Foreign Language Project)
Test Length:	Five to seven minutes
Test Materials:	A manual, a set of prompts, and an audio-tape with rated sample interviews for each level in ESL, French, German, and Spanish.
Test Format:	Face-to-face interview
Scoring Method:	The rating process is focused on the text types produced by the interviewee. That is, the interviewer looks at whether the student is speaking in words, sentences, or paragraphs. Results of the interviews are rated against three major ranges (formulaic, created, and planned) in terms of the type of speech used. Each range is further subcategorized into low, mid, and high phases based upon the quality and quantity of the language sample at each level.

Description: The COCI is an interactive and holistic assessment of oral performance conducted in a natural conversation-like exchange between an interviewer and a second language learner. Visual prompts and questions from the interviewer target a range of language functions, contexts, and content.

Test Development and Technical Information: The COCI was developed by and for language educators to address the challenge of assessing student oral language competency in a reasonable time frame. The instrument was piloted by numerous language educators in California and is currently in the process of being validated. Similar in format to the ACTFL OPI (American Council in the Teaching of Foreign Languages Oral Proficiency Interview), it looks at student proficiency but focuses more on the lowest aspects of the OPI scale, keeping in mind the typical curriculum of the first two years of high school.

Parallel Versions in Other Languages: Applicable to all languages, though training tapes available only in English, French, German, and Spanish.

Contact Address:
Dr. Duarte Silva
Executive Director, California Foreign Language Project
Stanford University, CERAS
School of Education, Room 125
Stanford, CA 94305-3770
(415) 725-2561
FAX: (415) 725-3770
Duarte.Silva@stanford.edu

Columbus Public Schools Foreign Language Oral Assessment Kit, Levels I-III

Availability:	Contact Robert Robison
Current Users:	Columbus Public Schools, OH
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	8-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Speaking
Test Author:	Robert Robison et al.
Publication Date:	1991
Test Cost:	$30.00
Test Length:	Variable
Test Materials:	Test cards, score sheet
Test Format:	Varied—interviews, situation role plays, question/answer, monologues/retelling, object/picture identification, simple descriptions
Scoring Method:	Holistic

Description: This test is based on the new course of study recently adopted by Columbus Public Schools. It is proficiency oriented to determine what students can do with the language but, at the same time, is achievement based to measure to what extent course objectives have been met and to facilitate assigning letter or numerical grades rather than ratings or proficiency levels. Test items are situation based and attempt to test only what the student can realistically be expected to say. The test is administered to small groups or teams. The members of each team are allowed 2-4 minutes to accomplish their task. Teacher uses score sheet to assign grades to each member of the team. Using this method, 24 students can be tested and graded within 25 minutes. Level I kit includes mid-year checklist.

Test Development and Technical Information: Developed by the Columbus Public Schools Level I Foreign Language Oral Assessment Project over a three-year period.

Parallel Versions in Other Languages: Appropriate for all languages.

Contact Address:
Dr. Robert E. Robison
Foreign Language Supervisor
Columbus Public Schools
100 Arcadia Avenue
Columbus, OH 43202
(614) 365-5281

Grand Blanc Foreign Language Program Behavioral Objectives: Grade 1, Grade 2, Grade 3

Availability:	Unrestricted
Current Users:	Grand Blanc Community Schools, MI
Type of FL Program:	FLES
Intended Grade Level:	1-3
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, speaking
Test Author:	Carol Ashmore, Brenda Barnes, Kathy Kelley, Shelley Lance, Laura Lemke
Publication Date:	1990-93
Test Cost:	Not reported
Test Length:	12 behavioral objectives for Grades 1 and 2; 16 behavioral objectives for Grade 3
Test Materials:	Checklist for each class
Test Format:	Checklist
Scoring Method:	Grid/checklist

Description: These three checklists for Grades 1-3 are used by Grand Blanc Schools to track students' progress in attaining objectives. Student names are entered on blank lines down the left-hand side of the page and the behavioral objectives are written across the top. Teachers are then able to keep track of student progress throughout the year. Students have until the end of the year to master each objective.

Test Development and Technical Information: These grid/checklists were developed as part of Grand Blanc School District's first- , second- , and third-grade curriculum study.

Parallel Versions in Other Languages: Appropriate for all languages. In Grand Blanc, only Spanish is offered at the elementary school level.

Contact Address:
Ms. Brenda Barnes
Foreign Language Coordinator
Grand Blanc Community Schools
11920 S. Saginaw
Grand Blanc, MI 48439
(810) 603-3945

ALL LANGUAGES

Second Language Acquisition Checklist

Availability:	Unrestricted
Current Users:	K-4 foreign language teachers in Winnipeg, Manitoba, Canada
Type of FL Program:	FLES, immersion
Intended Grade Level:	K-4
Intended Test Use:	Proficiency, observation of adjustment to second language program
Skills Tested:	Listening, speaking
Test Author:	The Winnipeg School Division #1
Publication Date:	1988
Test Cost:	Free
Test Length:	Two pages: one-page checklist and one-page observation sheet
Test Materials:	Checklist, guide to observations
Test Format:	Checklist
Scoring Method:	Students are rated in three areas (attitude, receptive language, and expressive language) using a 3-point scale

Description: This two-page checklist is designed for evaluating individual students in three areas: attitude, receptive language, and expressive language. The checklist is generic and may be used for any second language.

Test Development and Technical Information: A subcommittee of the Central Committee of the Early Identification Programme was established in March 1988 to develop a checklist to record teacher observations of children's progress in their acquisition of a second language. The checklist was piloted, evaluated, and revised between November 1988 and June 1989.

Parallel Versions in Other Languages: Appropriate for all languages.

Contact Address:
Mr. Donald Teel
French and Modern Languages Consultant
Prince Charles Education Resource Centre
1075 Wellington Avenue
Winnipeg, Manitoba R3E OJ7 Canada
(204) 786-4796
dteel@minet.gov.mb.ca

Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

Availability:	Restricted
Current Users:	Stanford University research study of less commonly taught foreign languages (Chinese, Japanese, Korean, and Russian) in elementary and secondary schools. Part of a model demonstration project for less commonly taught foreign languages.
Type of FL Program:	FLES, high school sequential foreign language (Levels 1-5), two-way bilingual immersion
Intended Grade Level:	K-12
Intended Test Use:	Curriculum planning, placement, proficiency, identification of areas needing more intense instruction
Skills Tested:	Speaking, listening
Test Author:	Amado Padilla et al.
Publication Date:	1994
Test Cost:	Not reported
Test Length:	Teacher or evaluator completes one form per student based on a series of informal classroom observations
Test Materials:	One FLOSEM matrix, rating sheet to record ratings for each student
Test Format:	Observed language performance and comprehension are rated by teacher or evaluator
Scoring Method:	Holistic: each student is assigned a level (1-6) for fluency, grammar, pronunciation, vocabulary, and comprehension

Description: The FLOSEM is designed to provide a global rating of the foreign language learner's ability to comprehend, to speak, and to be understood by others. The FLOSEM is similar to the Student Oral Language Observation Matrix (SOLOM), also listed in this bibliography, in that it allows for the assigning of a global rating in the areas of comprehension, fluency, vocabulary, pronunciation, and grammar. (The SOLOM, however, has been used largely with English as a second language (ESL) learners.) The FLOSEM may be used as both a pre- and post-test. It should be noted, however, that because mastering foreign language oral skills takes time and practice, administering the FLOSEM on a high-frequency basis (e.g., once a week) would not necessarily yield useful information.

Test Development and Technical Information: The Stanford FLOSEM was developed during the evaluation of 13 K-12 foreign language programs (Chinese, Japanese, Russian, and Korean) for a research study after the SOLOM did not appear to be completely appropriate for assessing proficiency and progress in a foreign language as well as in ESL. Some preliminary data from schools where both the SOLOM and FLOSEM have been administered have been collected and are being analyzed.

Parallel Versions in Other Languages: Appropriate for all languages.

Contact Address:
Dr. Amado M. Padilla
Professor
Stanford University
School of Education
Stanford, CA 94305
(415) 723-9132
kp.amp@forsythe.stanford.edu

Student Oral Language Observation Matrix (SOLOM)

Availability:	Unrestricted
Current Users:	Hundreds of California school districts and school districts nationwide
Type of FL Program:	Immersion, two-way bilingual immersion
Intended Grade Level:	K-12
Intended Test Use:	Proficiency, placement
Skills Tested:	Speaking
Test Author:	Carolina Pavila, Concepcion Valadez, et al.
Publication Date:	1978 (training module developed 1984)
Test Cost:	Not reported
Test Length:	Teacher completes one form per student over a specified period of observation
Test Materials:	SOLOM, SOLOM training module, audiotapes
Test Format:	Five-point rating matrix
Scoring Method:	Holistic: rates student's proficiency using a 5-point scale

Description: This matrix allows the classroom teacher to rate each student's oral language proficiency based on observations over at least a 2-3 week period. The teacher assigns a score (1-5) for student's comprehension, fluency, vocabulary, pronunciation, and grammar in the target language. A training module for the teacher wishing to use the SOLOM is also available.

Test Development and Technical Information: This instrument has a long history. It was developed in the 1970s by the San Jose Bilingual Consortium. In the early 1980s, the California State Department of Education began distributing the revised matrix. Martha Martini of Orange County developed a training outline. Subsequently, a training module with accompanying audiotapes was developed by the California State Department of Education.

Parallel Versions in Other Languages: Appropriate for all languages. This matrix has been used most commonly as a means of obtaining a systematic teacher rating of oral English to supplement other data for language reclassification (i.e., from limited English proficient to English proficient). Spanish and various Southeast Asian language versions may be available.

Contact Address:
Mr. David Dolson
Complaints Management and Bilingual Compliance Office
California State Department of Education
P.O. Box 944272
721 Capitol Mall
Sacramento, CA 94244-2720
(916) 657-3938

Student Oral Proficiency Rating (SOPR)

Availability:	Unrestricted
Current Users:	Various FLES and immersion programs (including Fairfax County Public Schools, VA)
Type of FL Program:	FLES, immersion, middle school sequential foreign language
Intended Grade Level:	K-12
Intended Test Use:	Proficiency, to monitor progress, to guide instruction and ongoing placement
Skills Tested:	Listening, speaking
Test Author:	Development Associates, Inc. (adaptation of SOLOM Matrix)
Publication Date:	1984
Test Cost:	Free
Test Length:	Teacher completes one form per student based on observations over an extended period
Test Materials:	SOPR rating scale sheet for each student
Test Format:	Rating matrix of five components of oral language. Student is assessed through rater's observations of target language use in formal and informal classroom interactions over a period of approximately 2-3 weeks. The SOPR does not involve a specific testing session with the student.
Scoring Method:	Each student is rated on five categories of oral language proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar. Scores range from 1 (no ability) to 5 (equivalent to native speaker).

Description: The SOPR provides a measure of a language learner's ability to understand, to speak, and to be understood by others in the language he or she is learning. It focuses on oral communication ability considered apart from ability to read or write in the language. The SOPR uses as the basis of its rating the teacher's observations of individual students in the course of both formal instruction and informal conversation.

Test Development and Technical Information: The SOPR was adapted from the Student Oral Language Observation Matrix (SOLOM), an assessment matrix developed by the San Jose California School District in 1978. It was used in a national study of services to limited English proficient students, conducted in 1984 by Development Associates, Inc. A training workshop on the use of the SOPR and a training manual were made available as part of the study. Information on reliability and validity is available from the author.

Parallel Versions in Other Languages: Appropriate for all languages.

Contact Address:
Malcolm Young
Development Associates, Inc.
1730 N. Lynn Street
Arlington, VA 22209-2023
(703) 276-0677

Student Self-Assessment of Foreign Language Performance

Availability:	Restricted
Current Users:	Prince George's County Public Schools, MD
Type of FL Program:	Immersion, FLES, middle school/high school sequential foreign language
Intended Grade Level:	6-9
Intended Test Use:	Proficiency, achievement, self-evaluation
Skills Tested:	Speaking, reading, writing, listening
Test Author:	Pat Barr-Harrison
Publication Date:	1993
Test Cost:	Contact Pat Barr-Harrison
Test Length:	15 items, two of which require a written response
Test Materials:	One copy per student of self-assessment checklist
Test Format:	Checklist
Scoring Method:	Student rates his/her knowledge and production ability using a 3-point scale: yes (no assistance), yes (with assistance), or no

Description: This self-assessment checklist asks the students to rate their own language ability in reference to 13 curriculum objectives. Students are also asked to describe additional tasks that they are able to perform and to indicate which of these tasks they are willing to demonstrate. This assessment provides the teacher with an idea of the students' understanding and ability to use material taught in the class.

Test Development and Technical Information: Contact Pat Barr-Harrison.

Parallel Versions in Other Languages: Appropriate for all languages. Currently used for French, German, Italian, Japanese, Russian, and Spanish.

Contact Address:
Ms. Pat Barr-Harrison
Supervisor of Foreign Languages
Prince George+s County Public Schools
9201 East Hampton Drive
Capitol Heights, MD 20743
(301) 808-8265
FAX: (301) 808-8291

The "Boxes"

Availability:	Unrestricted
Current Users:	Teachers in Georgia ESFL Program
Type of FL Program:	FLES
Intended Grade Level:	K-8
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Alisha Reeves
Publication Date:	Not applicable
Test Cost:	Not applicable
Test Length:	5 minutes a day
Test Materials:	Index cards, index card boxes, dividers
Test Format:	Varies: selected response, short answer, discrete point
Scoring Method:	Process

Description: This assessment technique allows a teacher to assess every child in the class at least once a week. The name of each child is on an index card and is kept in an index file box. Each day the teacher picks a few names (3-6) out of the box. The child whose name is picked is asked to do something. This "something" relates to a specific objective written into the lesson plan each day. If the child completes the task satisfactorily, the card goes into another box and the child gets a treat (e.g., a sticker). If the child is unable to complete it, his or her name returns to the original box. The children see this as a game. The assessment used reflects the activity of the day. This increases student interest in the lesson. At the end of each day, the teacher pulls all the cards for the children selected that day and records their responses in a notebook. (The teacher keeps a page in the notebook for each child.) The teacher writes the date, a plus or minus, and the general topic. If the assessment was based on receptive vocabulary, the teacher writes the letter "r" in parentheses. This method allows the teacher to see the child's actual performance. Because it includes assessment of receptive vocabulary, the teacher is able to observe the student's language development as well. Spoken vocabulary is marked with a "p" for productive.

Test Development and Technical Information: This method was devised as a means of tracking the progress of a large number of students. The teacher who developed it has found this method to be enjoyable for both teacher and student. Its use has resulted in better participation and behavior as all students are eager to have a chance to take a turn with the "boxes".

Parallel Versions in Other Languages: Appropriate for all languages.

Contact Address:
Ms. Alisha Reeves
French Teacher
Georgia ESFL Model Program
Long Branch Elementary School
4518 Hwy 52 East
Dahlonega, GA 30533
(706) 864-5361

The FLES Scale*

Availability:	Unrestricted (may be used, giving author and publication credit)
Current Users:	FLES* programs
Type of FL Program:	FLES, FLEX, immersion
Intended Grade Level:	K-8
Intended Test Use:	Program evaluation
Skills Tested:	Not applicable
Test Author:	Gladys Lipton
Publication Date:	1997
Test Cost:	None
Test Length:	13 items
Test Materials:	Copy of the FLES* Scale (below)
Test Format:	Checklist
Scoring Method:	The more items characteristic of the FLES* program, the better the program

Description: The FLES* scale, useful for FLES* program evaluation, is as follows:
1. All students have access to FLES* programs.
2. There is an FL Advisory Committee for K-12 programs.
3. The goals of the FLES* program are clearly stated.
4. There is provision for articulation with upper schools.
5. There is provision for on-going informal feedback and formal evaluation (every 5 to 7 years).
6. There is assurance that there is a continuing supply of appropriate FLES* materials.
7. There is assurance that there is a continuing supply of well-prepared and trained FLES* teachers.
8. There is documentation of the short term and longitudinal results of studying FLES* and the effect on English language skills and achievement in other curriculum areas.
9. There is a written FLES* curriculum, which indicates progress, based on national standards, in linguistic, cultural, and interdisciplinary approaches.
10. Students demonstrate their progress in FLES* (K-8) through a variety of ways, including progress indicators suggested by national FL standards committees.
11. The FLES* instructional program in class reflects the goals of the program, through the curriculum content and the methods.
12. There is enthusiasm for the FLES* program on the part of students, parents, administrators, school board members, guidance counselors, and other members of the school/school district community.
13. There is more than one foreign language offered at the FLES* level (K-8), depending on the size of the school and the school community.

Test Development and Technical Information: This FLES* scale, along with other considerations concerning program evaluation, may be found in Appendix A of Lipton, G. (1997). *A Practical Handbook to Elementary Foreign Language Programs* (3rd ed.). Lincolnwood, IL: National Textbook Company.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Dr. Gladys Lipton
Director, National FLES* Institute
University of Maryland, Baltimore County
Baltimore, MD 21250
(410) 455-2109
FAX: (301) 230-2652
lipton@umbc2.umbc.edu

ARABIC

CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in Arabic. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into Arabic and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Chinese, French, German, Japanese, Russian, Spanish

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

CATALAN

Lingua Vocabulary Tests (LLEX)

Availability:	Free to researchers
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1996
Test Cost:	Free to researchers
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: English, French, Gallego, German, Italian, Spanish, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

CATALAN

Oral Language Evaluation Instrument for Students Ages 7-8

Availability:	Restricted
Current Users:	Various elementary schools in Catalunya
Type of FL Program:	FLES, immersion
Intended Grade Level:	2
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking, reading, pronunciation
Test Author:	I. Canal i Santos, J. Mallart i Navarra, S. Vial i Ruis
Publication Date:	1994
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Set of picture stimuli, test script, tape recorder
Test Format:	Short answer
Scoring Method:	Number percentage correct: student is assigned a score for each of four items (phonetics, oral comprehension, oral expression, reading). These scores are then averaged and the student is assigned a rating.

Description: This individually administered oral assessment instrument measures a student's ability to speak, understand, and be understood by others in Catalan. It is based on a school curriculum and consists of two parts. The first part follows the model of the majority of existing oral examinations, reflecting the units and content taught in second grade. Student responses are noted as correct or incorrect at the time of administration. The second part incorporates communicative situations. In this part, student responses are tape recorded and transcribed for later analysis. This part of the test consists of narration, instructions, and directions. For narration, the examiner has a page with a sequence of three pictures, and the student has a page with the first two pictures on it. The student is asked to explain what is happening in the first two pictures and imagine an ending for the story. For instructions, the examiner and student have the same sheet, which shows a number of people on it. The student is asked to choose a person and describe him or her in such a way that the examiner can guess which person is being described. For directions, the examiner and student both have a map of a park, but the examiner's copy lacks a briefcase (hidden in some bushes near the playground on the student's map). The examiner asks the student to describe which way to walk to get to the place where the briefcase is.

Test Development and Technical Information: This assessment instrument has been in use since 1994. It was field-tested with 600 students in May and June of 1994. Students were grouped and assessed in four categories: 1) native speakers of Catalan, receiving instruction in Catalan; 2) Castilian speakers receiving instruction in Catalan (immersion); 3) students receiving instruction in the two languages (these students can be native Catalan or Castilian or bilingual); 4) a group comprised of types 1-3 in proportions reflecting the typical school population found in Catalunya. For more information, see Canal i Santos, I., Mallart i Navarra, J., & Vial i Ruis, S. (1996, September). *Elaboració d'un instrument d'avaluació de la llengua oral per a alumnes de 7-8 anys.* Paper presented at the III European Conference on Immersion Programmes (Barcelona).

Parallel Versions in Other Languages: None.

Contact Address:
Dr. Imma Canal i Santos
Servei d'Ensenyament del Català (SEDEC)
Departament d'Ensenyament Generalitat de Catalunya
Via Augusta 202
Barcelona, Catalunya, Spain 08021
(011-34-3) 400-6900
FAX: (011-34-3) 400-6974
mareny@pie.xtec.es

CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in Chinese. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into Chinese and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, French, German, Japanese, Russian, Spanish

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

Chinese Assessment of Basic Education (CABE)

Availability:	Restricted
Current Users:	Cambridge Public Schools, MA
Type of FL Program:	Modified bilingual program
Intended Grade Level:	2, 4, 6
Intended Test Use:	Program evaluation
Skills Tested:	Reading, math
Test Author:	Teaching assistants, parents, and researchers working in test development teams
Publication Date:	1998 (anticipated)
Test Cost:	not reported
Test Length:	Two hours
Test Materials:	Examiner's manual and test batteries
Test Format:	Selected response
Scoring Method:	Number/percentage correct

Description: This group-administered assessment consists of a math comprehension and application battery and a reading vocabulary and comprehension battery. It is based on the California Test of Basic Skills (CTBS), published by McGraw Hill. It is hoped that this test can be used to assess student performance in reading and math in the students' home language, Mandarin, and to allow a comparison of reading and math performance growth over time as measured in English. It will be given to students in the modified bilingual program at the King School in Cambridge. The test sheet will be two sided; on one side, questions will be in traditional Chinese characters; on the other, the same questions will be asked in simplified characters. Students may choose which side to use.

Test Development and Technical Information: This assessment instrument is a prototype currently under development for use in Chinese modified bilingual programs. Teaching assistants, parents, and research team members are collaborating in adaptation workshops to develop these assessments, using the CTBS as a model. Field testing will take place in 1997, and it is hoped that copies of the test will be available to interested educators by 1998. Assessments for third, fifth, and seventh grade are planned for 1998.

Parallel Versions in Other Languages: Haitian-Creole, Korean, Portuguese

Contact Address:
Dr. Danielle Carrigo
Director, Field Initiated Bilingual Education Research (FIBER)
Cambridge Public Schools, Bilingual Department
159 Thorndike Street
Cambridge, MA 02144
(617) 349-6466
carrigda@hugse1.harvard.edu

CHINESE

MCPS Chinese Tests: Grades 3-6

Availability:	Unrestricted (to appear in ERIC database)
Current Users:	Pilot tested by Montgomery County Public Schools, MD; other users unknown
Type of FL Program:	FLES
Intended Grade Level:	3-6
Intended Test Use:	Achievement
Skills Tested:	Listening, ability to recognize and reproduce at least 100 hanzi (characters)
Test Author:	Prudence Miller with Karen Willetts (Project Associate) and Dr. Myriam Met (Project Director)
Publication Date:	1993
Test Cost:	Contact the ERIC Document Reproduction Service (1-800-443-3742)
Test Length:	Variable for each of the 16 unit tests per grade level. Listening items—10-15 minutes. Reading items—up to 10 characters. Writing items—up to 10 characters per unit test.
Test Materials:	Teacher's script (in Chinese and English, with interlinear Pinyin), student answer sheets, end-of-year oral proficiency test score sheet with testing explanations
Test Format:	Listening—multiple-choice based on pictures. Reading—matching pictures. Writing—production of characters.
Scoring Method:	Number correct

Description: At the end of each of the 16 thematic units of study (e.g., community, family, numbers, shopping) students are tested on their listening comprehension and mastery of recognition and production of selected characters (hanzi). The tests are criterion referenced and correspond to a complete guide for the MCPS content-based sequential FLES program in Grades 3-6. Tests were designed for FLES students who study the language for 25-30 minutes daily. Grade 6 students were in a regular middle school program of 45 minutes daily Chinese instruction, where more focus was placed on reading and writing.

Test Development and Technical Information: The tests were developed during a pilot FLES program in MCPS under a Title VI grant for curriculum development from the U.S. Department of Education (1990-93). MCPS Chinese FLES teachers piloted these tests with their students and revisions were made accordingly. End-of-year tests for Grades 3-5 were administered and scored by the MCPS Department of Educational Accountability.

Parallel Versions in Other Languages: Japanese

Contact Address:
Dr. Myriam Met
Foreign Language Coordinator
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3911

CHINESE

National Australia Bank Language Certificates - Beginner's Level

Availability: Unrestricted
Current Users: Second language teachers in Australia
Type of FL Program: Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level: 8-10
Intended Test Use: Proficiency, diagnostic
Skills Tested: Reading and listening comprehension
Test Author: Australian Council for Educational Research and language specialist staff
Publication Date: New version each year - available in August
Test Cost: Registration is $5 per student; shipping is extra
Test Length: 30 minutes reading, 20 minutes listening
Test Materials: Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format: Multiple choice
Scoring Method: Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: French, German, Indonesian, Italian, Japanese, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

CHINESE

Performance Assessment for Chinese

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1993 (updated periodically)
Test Cost:	Varies
Test Length:	Varies: multiple prompts
Test Materials:	Student test booklets
Test Format:	Prompts that require a written response
Scoring Method:	Holistic

Description: This is a competency test in multiple modalities (skill areas) and is comparable with other language versions of the same test. It is not textbook or program specific. The test is being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: French, German, Japanese, Russian, Spanish

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

CHUUKESE (LAGOON)

Chuukese Oral Language Proficiency Test

Availability:	Restricted. To be administered by person with native proficiency; secure test; to be used or supervised by qualified evaluation and assessment professionals
Current Users:	Micronesian Language Institute; Guam Department of Education; University of Guam Graduate School
Type of FL Program:	Language Research Institute
Intended Grade Level:	K-4, 5-8, 9-12
Intended Test Use:	Achievement, proficiency, placement, program evaluation, disability screening
Skills Tested:	Listening, speaking
Test Author:	Coulter, P., Spencer, M.L., Kimiuo, K., Williams, A.
Publication Date:	1992
Test Cost:	Test kit: $218 + shipping; technical manual: $20 + shipping
Test Length:	15-30 minutes
Test Materials:	Picture booklet, examiner's manual, tape-recorded item delivery; technical manual sold separately
Test Format:	Discrete point, picture naming and identification, question formation, story retelling
Scoring Method:	Holistic for story retelling, number/percentage correct for other 3 subscales. All subscales are weighted for a total score. Total score may be converted to one of three proficiency levels.

Description: This oral proficiency test is individually administered. Separate test kits are used for Grades K-4, 5-8, and 9-12. Students are asked to name picture vocabulary, select pictures in response to oral sentence prompts, formulate questions based on picture prompts, and retell a story with the aid of picture prompts, after hearing it once. These instruments may be used to determine if a native speaker of Chuukese understands and speaks Chuukese within a normal range of proficiency or to monitor the development of oral proficiency in students acquiring Chuukese as a second language.

Test Development and Technical Information: This test was field tested with native speakers (50 for K-4, 50 for 5-8, and 50 for 9-12) aged 5-20, in Weno, Chuuk State, Federated States of Micronesia in 1992. Items for each section were formulated by one or more indigenous language experts with age-specific appropriateness in mind. Twice as many items were created for the pilot test as were selected for the final version. Original drawings were created by graphic artists according to the specifications of the indigenous language experts. Items chosen for the final form possessed empirical evidence of the relatively high success by normal children with native language proficiency in the target language. The test was also shown to aid in the identification of students not performing at age-appropriate levels in Chuukese. Conversely, test results provide evidence to reject notions of language handicaps in non-English-speaking students who score well. This instrument was developed in collaboration with the Guam Department of Education. The format is parallel to the short form of the Language Assessment Scales by De Avila and Duncan (see the description of the LAS in the commercial tests section of this publication). However, the items are not translations of the LAS. Items and illustrations are all original. They were developed to reflect cultural and contextual relevance of Chuukese. A validation study was conducted in Weno to determine appropriate content of the test. Statistical data are described in the technical manual.

Parallel Versions in Other Languages: Palauan, Pohnpeian, Tagalog

Contact Address:
Dr. Mary Spencer
Director, Full Professor, Psychology
Micronesian Language Institute
University of Guam
Mangilao, Guam 96923
(671) 735-2193
FAX: (671) 734-0143
mspencer@uog.edu

A la plage - Cloze Test Grade 3

Availability:	Unrestricted
Current Users:	French Bilingual Project Evaluation Team (Australia)
Type of FL Program:	Immersion
Intended Grade Level:	3
Intended Test Use:	Proficiency
Skills Tested:	Reading, writing
Test Author:	Monique Burston, Michèle de Courcy, Jane Warren
Publication Date:	1995
Test Cost:	Not reported
Test Length:	30 minutes
Test Materials:	Cloze test
Test Format:	Discrete point
Scoring Method:	Number/percentage correct

Description: This group-administered French reading and writing assessment is based on an immersion school curriculum. The test consists of a paragraph in French, "A la plage," with certain key words missing. The students must supply an appropriate word for each blank.

Test Development and Technical Information: A final version of the test was field tested at Camberwell Public School in November 1995. Results of the pilot are available in the project report, which may be requested from the contact person listed below.

Parallel Versions in Other Languages: English

Contact Address:
Dr. Monique Burston
Associate Professor
Department of French and Italian Studies
University of Melbourne
Parkville
Melbourne, VIC, Australia 3052
(613) 9344-5168/5179
monique_burston@muwayf.unimelb.edu.au

Assessment Tasks for French Level I and II

Availability:	Unrestricted
Current Users:	Indiana public and private schools
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Team of Indiana foreign language teachers
Publication Date:	1993
Test Cost:	$6.00 per level (package) or $12.00 per language (two levels)
Test Length:	Series of assessment tasks vary in length
Test Materials:	Two packets of printed materials for each language and eight audio tapes for each language
Test Format:	A variety of communicative assessment tasks, including map-reading, writing a letter to an imaginary pen pal, and situational role plays
Scoring Method:	Suggested scoring rubric included with each task

Description: The packets include a set of assessment tasks based on the learner outcomes of the Indiana Proficiency Curriculum Guide. The tasks require students to respond using all four skills: listening, speaking, reading and writing. These packets also include answer sheets, scoring rubrics for each task, and a tape script for the audio tapes. The listening/speaking tasks require the use of audio tapes. The packets are loose-leaf bound, giving teachers the option to select and combine tasks to meet their particular curriculum needs. Packets are available while the supply lasts.

Test Development and Technical Information: The materials were developed and field-tested by Indiana foreign language teachers under the general direction of Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education.

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Dr. Walter H. Bartz
Consultant, Foreign Language Education
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9156
FAX: (317) 232-9121
wbartz@ideanet.doe.state.in.us

Beginning French Course Examination

Availability:	Restricted
Current Users:	District of Columbia Public Schools
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	7-8
Intended Test Use:	Achievement (end-of-year test), placement
Skills Tested:	Speaking, listening, structure/usage (grammar, lexicon), reading comprehension, culture
Test Author:	District of Columbia foreign language teachers under the supervision of Dr. Marion Hines
Publication Date:	Revised 1993-94
Test Cost:	Not reported
Test Length:	Part A—variable (each student is interviewed). Part B—45 minutes
Test Materials:	Student booklet, teacher's manual, audio tape for listening section
Test Format:	Part A—question/answer. Part B—multiple choice
Scoring Method:	Part A (worth 25%)—number of errors subtracted from 25%. Part B (worth 75%)—number correct

Description: This beginning-level year-end course examination is designed to assess skills and content mastery. The test components include assessment of speaking and listening skills (50%), structure (40%), reading comprehension (5%), and culture (5%). In the District of Columbia Public Schools (DCPS), the beginning-level course covers the first half of the Level 1 course content when taken in middle school (Grade 7 or 8). Students earn one Carnegie unit only after successfully completing the second half of the course in Grade 8 or 9. The beginning-level course meets for 45 minutes, five days a week.

Test Development and Technical Information: The DCPS year-end examinations were conceptualized and edited by the foreign language curriculum director and written and edited by foreign language teachers, in response to teacher and principal requests for assessment. These criterion-referenced, discrete-point tests were originally published in 1983 and were revised in 1993-94. They are based on DCPS foreign language curriculum objectives. No technical information was reported.

Parallel Versions in Other Languages: German, Italian, Latin, Spanish

Contact Address:
Sadia White
District of Columbia Public Schools
20th and Evarts Streets, NE
Washington, DC 20018
(202) 576-6171

FRENCH

Beginning Level: La Vie Scolaire et Parascolaire (Life In and Out of School)

Availability:	Unrestricted
Current Users:	Core French programs in Canada
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, placement, model for assessment design
Skills Tested:	Listening, reading, speaking, writing
Test Author:	French as a Second Language Model Test Evaluation Project staff
Publication Date:	1991
Test Cost:	Nominal
Test Length:	90 minutes for listening, reading, and writing components; time for oral section not reported
Test Materials:	User's guide for administering model test, including print and audio cassette; student test booklet part one, student response booklet part one, student test/response booklet part two
Test Format:	Not reported
Scoring Method:	Each section of the test is worth 25%

Description: Based on the French as a Second Language Program of Studies, Beginning Level (Alberta Education, see address below), this test has four sections: listening comprehension, reading comprehension, written expression, and oral production. The test is given in two sessions. Since the test is designed around an organizing theme and all test items are used as an extension of that theme, students are engaged in real-life experiences in which language is used for real and meaningful purposes. The test also has as its purpose to provide teachers with a model evaluation instrument. This test can easily be adapted by teachers to suit their specific needs.

Test Development and Technical Information: This is one of a series of tests designed to provide a global evaluation of the language competence of students, primarily for placement purposes. This is one of 13 tests available as of December 1994. There are two series of tests: one primarily for beginning and intermediate levels at the senior high school and a second for elementary (starting at Grade 4) through junior high school. The tests are directly linked to the philosophy of Alberta Education's French as a Second Language Program, which promotes participatory, communicative language learning. No technical information was reported.

Parallel Versions in Other Languages: none

Contact Address:
Minister of Education
Alberta Education Language Services Branch
11160 Jasper Avenue
Edmonton, Alberta T5K 4X9 Canada
(403) 427-2940
FAX: (403) 422-1947

CAL Oral Proficiency Exam (COPE)

Availability: All schools, if they agree to provide test results to CAL for research purposes
Current Users: Various total and partial immersion programs
Type of FL Program: Immersion (total, partial, and two-way)
Intended Grade Level: 5-6
Intended Test Use: Proficiency
Skills Tested: Listening, speaking
Test Author: Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date: 1988
Test Cost: None
Test Length: 15-20 minutes per pair of students
Test Materials: COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format: Oral interview/role play
Scoring Method: Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in French. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into French and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, Chinese, German, Japanese, Russian, Spanish

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

Canadian French Immersion Achievement Test (FIAT)

Availability: Unrestricted
Current Users: Remedial assistance teachers
Type of FL Program: Immersion
Intended Grade Level: 1-7
Intended Test Use: Achievement, identification of students who require remedial assistance (placement)
Skills Tested: Reading, spelling, mathematics
Test Author: C.T. Wormeli, N. Ardanaz
Publication Date: 1987
Test Cost: Not reported
Test Length: 15-60 minutes
Test Materials: Test booklets for each subtest, technical manual, administration manual
Test Format: Varies: open-ended questions, cloze passages
Scoring Method: Answer key in administration manual

Description: This individually administered test measures reading, spelling, and arithmetic achievement of students in a French immersion program that begins at kindergarten or Grade 1. It is intended primarily as a screening test to identify students who may require remedial assistance. The FIAT is composed of four subtests, each of which can be administered independently. All subtests require open-ended responses, because the authors wished to provide a close parallel to regular class activities/tests, to allow more opportunity to assess errors and to reduce guessing. The test items in each subtest become progressively more difficult, allowing more or less of the subtest to be administered, depending on the student's grade level and ability. The first subtest is spelling (*orthographe*), which is in the form of a word dictation. The second subtest, arithmetic (*mathématiques*), includes calculations and written problems. The third subtest, word identification (*lecture de mots*), requires the students to read aloud a list of words and assesses sight vocabulary and decoding skills. The fourth subtest is the passage comprehension (*compréhension de textes*). In this subtest, students provide oral responses to modified cloze passages, typically with one word missing from the second sentence of a two-sentence passage.

Test Development and Technical Information: This test was developed and field-tested in 1986. A random sample of over 700 pupils in Grades 1-7 was tested individually in over 100 schools in Canada. The sample was stratified by province, then by gender, school size, and community size. All 10 provinces and the Yukon Territory were represented. Test statistics, including norms (standard scores) and technical information (correlations, reliability), are available in the technical manual.

Parallel Versions in Other Languages: English

Contact Address:
Dr. C. T. Wormeli
Gray Elementary School
10855 80th Avenue
Delta, BC V4C 1W4 Canada
(604) 594-2474

Cape Elizabeth, Maine: Eighth Grade Assessment

Availability:	Contact Suzanne Janelle
Current Users:	Cape Elizabeth School Department, ME
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, listening, writing
Test Author:	Suzanne Janelle et al.
Publication Date:	1991 (reviewed and revised annually)
Test Cost:	Not reported
Test Length:	One hour
Test Materials:	Test booklet
Test Format:	Oral interview—warm-up and open-ended questions. Reading—passage with open-ended questions in English. Writing/mechanics—10 multiple-choice grammar questions. Writing sample—students have a choice of two topics on which to write a paragraph. Listening comprehension—two passages followed by multiple-choice questions in English
Scoring Method:	Percentage correct

Description: This test is administered to students in the middle school at the end of four years of foreign language study. Achievement during those four years may vary. This test allows students to be placed in the most appropriate level in high school. Students scoring 85% or above are placed in French III. Students scoring 60-84% are placed in an accelerated French II. Students scoring 40-59% are placed in French II. Students scoring below 39% are advised to start another language. These ranges were chosen on the basis of natural grouping within each band in conjunction with teacher input on student performance.

Test Development and Technical Information: This test was developed by foreign language teachers (Grades 4-12) in Cape Elizabeth, Maine.

Parallel Versions in Other Languages: Spanish

Contact Address:
Ms. Suzanne L. Janelle
Foreign Language Team Leader
Cape Elizabeth Middle School
14 Scott Dyer Road
Cape Elizabeth, ME 04107
(207) 283-0999

FRENCH

Colorado Proficiency Sample Project (CPSP)

Availability:	Restricted
Current Users:	Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	4-12
Intended Test Use:	Diagnostic (proficiency, achievement), program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Evelyna Donnelly et al.
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Test booklets, audio tapes
Test Format:	Varies: multiple-choice, short answer, task completion
Scoring Method:	Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project, whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: German, Japanese, Russian, Spanish

Contact Address:
Dr. Evelyna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6757
FAX: (303) 830-0793

Communicative Assessment Units for French Immersion

Availability:	Unrestricted
Current Users:	Not reported
Type of FL Program:	Immersion
Intended Grade Level:	3, 6, 9
Intended Test Use:	Diagnostic, proficiency, achievement
Skills Tested:	Speaking, writing
Test Author:	Ontario Institute for Studies in Education (OISE) staff
Publication Date:	1982-86
Test Cost:	Not reported
Test Length:	Three hours
Test Materials:	Multimedia units, French language teacher's guide for each grade level
Test Format:	Communicative tasks corresponding to objectives of each unit
Scoring Method:	Scoring instructions are provided in the French language teacher's guide

Description: These communicative assessment units accompany multimedia instructional units. For each grade, a teacher's guide provides the information needed to use the corresponding unit, detailed administration and scoring instructions, and a list of all test components. To elicit their best performance, students are given enough time to complete each task and review their work (3 one-hour periods for Grade 3; 4 or 5 periods for Grade 9).

The Grade 3 unit consists of a slide show with cassette soundtrack that tells the story of a French Canadian boy visiting his cousin's school and having an adventure with a runaway guinea pig. Items include a story-telling task, five short-answer questions, a composition starter, a cloze task, and a sentence repetition task.

In the Grade 6 unit, an illustrated booklet depicts an imaginary camp near Prince Albert National Park in northern Saskatchewan. The booklet offers basic information about camp activities and about the National Park. Written tasks include a short-answer exercise on preposition use, a factual cloze passage related to bears in the park, a list of camp activities that students must transform into prose, and a short composition in which students describe from photographs a friend they met at camp. Two oral tasks involve re-telling a taped story from pictures depicting a fish that got away and a spooky campfire tale that has four students continue the story a sentence at a time, round-robin style.

The Grade 9 unit involves fictitious summer employment projects for youth in two French-speaking communities. Writing tasks include a letter, a composition, an informal note addressed to peers, and a technical exercise that involves transforming information in a list into expository text. Oral tasks include a group discussion among four students and a simulated job interview.

Test Development and Technical Information: In 1982, the Official Minority Language Office of Saskatchewan Education funded an OISE Modern Language Centre project to develop speaking and writing tests for French immersion programs at Grades 3, 6, and 9 that would assess the communicative competence of each class tested (as represented by a sample of 8 students). Prior to the development of these multimedia units, French language curriculum guidelines from across Canada were reviewed, and teachers of the relevant grades were consulted. The French language teacher's guide provides province-wide comparative data from Saskatchewan (Grades 3 and 6) and New Brunswick (Grade 9).

Parallel Versions in Other Languages: none

Contact Address:
Dr. Sharon Lapkin, Professor
OISE Modern Language Center
252 Bloor Street West
Toronto, Ontario M5S 1V6 Canada
(416) 923-6641 ext. 2645

Content-Based FLES Pilot: Second Grade Assessment

Availability:	Unrestricted
Current Users:	FLES pilot program, Toledo Public Schools, OH
Type of FL Program:	Content-based FLES
Intended Grade Level:	2
Intended Test Use:	Proficiency, achievement
Skills Tested:	Reading, writing (ability to copy what they read), listening, speaking
Test Author:	Lori Winne, Nada Kamal, Maria Martinez, Trudy Sumpter
Publication Date:	1994
Test Cost:	Postage
Test Length:	30 items
Test Materials:	Student test booklets, posterboard with vocabulary pictures
Test Format:	Matching, fill-in-the-blank, question/answer
Scoring Method:	Parts 1-3 (reading/writing)—number correct. Parts 4-5 (listening/speaking)—holistic rating

Description: This French test for a FLES program consists of five parts. Part 1 checks the student's reading ability (word recognition) by asking the student to match the written word with the picture (animals and body parts). Part 2 checks the student's ability to read short phrases by asking the student to match the phrase with the picture (weather conditions). Part 3 assesses written performance by asking the student to count the number of apples that he/she sees and copy the correct number (spelled out in a list on the page) into a box. Part 4 assesses speaking ability (identification, description) by asking the student to look at 20 pictures on a posterboard that represent numbers, colors, weather, body parts, etc. The student is asked to identify 10 things. The rating the student receives (below average, average, or above average) depends on the completeness and accuracy of his or her responses. Part 5 assesses speaking ability (answering questions) by asking the student five simple questions in the target language about a calendar. The same rating scale as in Part 4 is used to assign a holistic rating.

Test Development and Technical Information: This test (and a test for Grade 1) was developed by Lori Winne and foreign language teachers to enable the evaluation of student proficiency and achievement in a pilot content-based FLES program (1992-1995). Technical information was not reported.

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Ms. Lori Winne
Director, Foreign Languages
Toledo Public Schools
425 Jefferson Avenue
Toledo, OH 43604
(419) 255-3276
lwinne.smtc148@uofto2.utoledo.edu

Diagnostic Level 1/2 Test

Availability:	Restricted
Current Users:	Prince George's County Public Schools, MD
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	7-12
Intended Test Use:	Diagnostic (prochievement for students), program evaluation, teacher
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Testing committee of Prince George's County French teachers
Publication Date:	1992
Test Cost:	Not for sale
Test Length:	Not reported
Test Materials:	Test booklets, test tape, answer sheets
Test Format:	Picture clues, multiple-choice, cloze passages, completion, short essay, word association
Scoring Method:	Not reported

Description: Prince George's County Public Schools developed this test in all skill areas for use at the end of Level 1 or the beginning of Level 2. Test topics are in line with county curriculum objectives: communicating about self, the family, school, shopping, and leisure. Test items are based on classroom lessons but are contextualized. Currently one form of the test exists. Three forms are planned for each language.

Test Development and Technical Information: This test was developed through constant interaction with foreign language teachers during each phase. High school and middle school teachers were first surveyed to determine learning outcomes for Level 1. A committee of foreign language teachers developed a set of topics and test item types. This material was critiqued and expanded. Teachers were trained in assessment after which they developed test items. All test components have been administered to students in Prince George's County. Technical information (reliability and validity) is available for the reading portion of the test. Data on the writing section was still being collected as of January 1995. Test items have been, and will continue to be, field-tested.

Parallel Versions in Other Languages: Spanish

Contact Address:
Ms. Pat Barr-Harrison
Supervisor of Foreign Languages
Prince George's County Public Schools
9201 East Hampton Drive
Capitol Heights, MD 20743
(301) 808-8265
FAX: (301) 808-8291

FRENCH

Eighth Grade Proficiency/Credit Exam for French I: Voyage à Epcot

Availability:	Restricted (currently do not have a method of disseminating test documents)
Current Users:	Louisiana Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Proficiency, placement, program evaluation
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Team of teachers from Louisiana Public Schools led by Manon Beaudet-Deer and Margaret K. Singer
Publication Date:	1995
Test Cost:	Not applicable
Test Length:	Two hours
Test Materials:	Test booklets, cassette tape, teacher's manual, scantron answer sheets, teacher questionnaire, student questionnaire
Test Format:	Selected response, short answer, writing prompt, speaking prompts
Scoring Method:	Holistic for writing /speaking; number/percentage correct for other components

Description: This French assessment instrument is administered to a group of students with the exception of the speaking component, which is administered to pairs of students. This thematically based test requires students to work through real-life situations in the context of a trip to Epcot through a series of listening, speaking, reading, and writing activities. The test uses authentic language.

Test Development and Technical Information: This assessment instrument is part of the Louisiana Department of Education's (LDE) project for assessing the Louisiana FLES program. The test items are designed to assess performance in the four language skills based on grade-appropriate standards as set by an advisory group of Louisiana educators. These standards for Grade 8 are discussed in the LDE publication, *Bulletin 1734—French as a Second Language Program Curriculum Guide, Grades 4-8.* The skills, concepts, and test items were developed and reviewed by middle school and high school French teachers, LDE staff, Communauté française de Belgique staff, and a curriculum/evaluation specialist from Québec. This assessment instrument is a prototype under development, with data collection in process. The test is currently being correlated with the state's new standards document, which is based on the national standards for foreign language learning.

Parallel Versions in Other Languages: Spanish

Contact Address:
Ms. Margaret Keefe Singer
Foreign Language Program Manager
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3453
mksing@aol.com

Evaluation de la Compréhension et de la Production Ecrites en Français Immersion/6e Année

Availability:	Unrestricted
Current Users:	Manitoba French immersion programs
Type of FL Program:	Immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency
Skills Tested:	Reading, writing
Test Author:	Bureau de l'Education Française, Education Manitoba (Ministry of Education for the Province of Manitoba) et al.
Publication Date:	1988
Test Cost:	Reading $7.30; Writing $1.05; Adminstrator's Guide $4.05
Test Length:	Approximately 31+2 hours
Test Materials:	Reading test booklet, writing test booklet, administration guide
Test Format:	Reading—multiple choice, short answer, true/false, or checklist questions Writing—short writing task (writing a letter)
Scoring Method:	Reading—scored using answer key provided in the administration guide Writing—scored for information, vocabulary, coherence, and grammar on a four-point descriptive scale

Description: This group-administered French immersion evaluation consists of two tests that measure reading (compréhension écrite) and writing (production écrite) skills. The reading comprehension test involves short texts taken from children's magazines or books, including descriptive and narrative passages, letters, an agenda, and a comic strip story. Questions measure students' ability to 1) identify the main idea and details of the passage; 2) identify the sequence and cause and effect of events; 3) draw conclusions and predict outcomes; 4) extract information from tables; and 5) draw conclusions and make predictions from the context. The test is administered in two parts, each lasting 45 minutes, with 10 to 15 minutes required to introduce the test. In the writing test, students are asked to write a letter to one of four students who are looking for a pen pal. The instructions specify the type of information to be included in the letter and the four steps to be followed in completing the task (plan, rough copy, revision, and final copy). At the revision stage, a checklist is provided to help students improve and correct their work.

Test Development and Technical Information: These tests were developed to help evaluate the proficiency of Grade 6 French immersion students enrolled in early or middle immersion programs in Manitoba. The tests were administered to 1,189 students in May 1988. A 1990 final report by the Bureau de l'Education Française, Evaluation de la Compréhension et de la Production écrites en Français Immersion/6e Année, (Evaluation of Comprehension and Written Production in French Immersion, Grade 6), provides more detailed information on test development and statistics (reliability and validity) as well as comparative data. Copies of the tests may be ordered from Centre des Manuels Scolaries du Manitoba, C.P. 910, Souris, Manitoba R0K 2C0, Canada. (204) 483-4040. Order# 98452 Reading; 98453 Writing; 98454 Administrator's Guide.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Rachel Deniset
Education Officer
Bureau de l'Education Française
Manitoba Education and Training
509-1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3 Canada
(204) 945-6916
rdeniset@edu.gov.mb.ca

Fairfax County Public Schools: Writing Rating Scale for French

Availability:	Unrestricted
Current Users:	French immersion teachers, Fairfax County, VA
Type of FL Program:	Partial immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency, end-of-year assessment
Skills Tested:	Writing
Test Author:	Fairfax County foreign language immersion teachers
Publication Date:	1995
Test Cost:	Not reported
Test Length:	One class period
Test Materials:	Writing rating scale for each student
Test Format:	Rating scale used for rating short writing sample
Scoring Method:	Holistic: student writing sample is assigned a rating according to detailed level descriptions

Description: This rating scale is used to rate writing samples of students in a French partial immersion program. The teacher selects the topic or picture prompt for students—something they have been studying in class. The students then complete their writing sample. The writing samples are collected, then assessed by the Fairfax County foreign language office staff by comparing them to detailed descriptions of each level. A rating of Novice, Intermediate, Advanced, or Superior is assigned for written organization and language structure. The level descriptions were adapted from the COPE rating scale (see description of the CAL Oral Proficiency Exam).

Test Development and Technical Information: This instrument was developed by Fairfax County foreign language teachers in 1995 as a means of assessing student progress in writing in the foreign language.

Parallel Versions in Other Languages: Japanese, Spanish; German version under development

Contact Address:
Ms. Marty Abbott
Foreign Language Coordinator
Fairfax County Public Schools - Foreign Language Office
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, VA 22042
(703) 208-7724
FAX: (703) 207-7041
74553.211@compuserve.com

Ferndale, Michigan: First Grade Assessment

Availability:	Contact Irma R. Torres
Current Users:	Elementary Foreign Language Program, Ferndale Public Schools, MI
Type of FL Program:	FLES
Intended Grade Level:	1
Intended Test Use:	Oral proficiency
Skills Tested:	Speaking
Test Author:	Ferndale elementary school foreign language teachers
Publication Date:	1992
Test Cost:	Not reported
Test Length:	5-10 minutes per student
Test Materials:	Test booklet
Test Format:	Oral interview: warm-up and open-ended questions
Scoring Method:	Number and type of words used

Description: This oral French test is administered to randomly selected first graders at the end of their first year of instruction. The oral interview includes a warm-up and open-ended questions. The questions are based on a large, colorful picture that includes people of various ages, several other objects from familiar vocabulary areas, and various weather conditions. These modified oral proficiency interviews, (i.e., they draw their inspiration from the ACTFL oral proficiency interview) are intended to provide assessment data that will be used for both formative and summative evaluations of Ferndale's foreign language program. The test is administered by an outside expert trained in the interview procedure.

Test Development and Technical Information: This test was developed by foreign language teachers (Grades 1-6) in Ferndale Public Schools, MI. Technical information was not reported.

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Ms. Irma R. Torres
Foreign Language Coordinator
Ferndale Public Schools
881 Pinecrest
Ferndale, MI 48220

Fifth Grade French Listening Comprehension Test

Availability:	Restricted: on a consultation basis only
Current Users:	Louisiana public schools
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Placement, proficiency, program evaluation
Skills Tested:	Listening
Test Author:	Manon Beaudet-Deer, Richard J. Guidry, Margaret K. Singer
Publication Date:	1991-94
Test Cost:	Contact Margaret Singer
Test Length:	53 items; two 30-minute sessions (possibly longer)
Test Materials:	Audio tape, teacher's manual, student booklet, teacher and student questionnaire
Test Format:	Multiple-choice
Scoring Method:	Number correct

Description: This multiple-choice test evaluates listening comprehension skills. Students listen to a series of passages on audio tape for specific pieces of information related to the major, culturally significant test theme—*Le Festival International de Louisiane* (the International Festival of Louisiana). The test exists in two forms and is based on grade-appropriate standards set by an advisory group of Louisiana educators. A Grade 8 proficiency exam that tests all four skills was piloted during the 1994-95 school year.

Test Development and Technical Information: The first year, the test development team worked with a testing expert from Quebec, Manon Beaudet-Deer. The second year, a test-item bank was developed through assistance from the University of Liège (Belgium). The third year, two forms of the test were written. Both forms of the test have good reliability (r =.84 and r =.86).

Parallel Versions in Other Languages: Spanish

Contact Address:
Ms. Margaret K. Singer
Foreign Language Manager
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3453
mksing@aol.com

First Level French Test

Availability:	Unrestricted
Current Users:	Foreign language teachers in Baltimore County Public Schools, MD
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Mark Anelli et al.
Publication Date:	1993
Test Cost:	Contact Carl Jackson
Test Length:	70 items
Test Materials:	Test booklet, speaking and writing prompts, writing sample, scoring grids for test sections
Test Format:	Listening and reading sections are multiple-choice. Speaking and writing sections consist of three possible prompts—student must select and respond to one for each skill area
Scoring Method:	Not reported

Description: Based on foreign language performance objectives for Baltimore County Public Schools, this French test is usually administered at the end of Grade 8 (Level 1). It is used to measure achievement but may also be used as a final exam in first-year high school courses. Teachers may also use the test to assess the effectiveness of their own teaching or to advise students on placement for high school.

Test Development and Technical Information: Not reported

Parallel Versions in Other Languages: Spanish

Contact Address:
Mr. Carl G. Jackson
Coordinator, Office of Foreign Languages
Baltimore County Public Schools
Towson, MD 21204
(410) 887-4028

Foreign Language Magnet: Immersion Assessment—French

Availability:	Unrestricted
Current Users:	Foreign Language Magnet Program, Kansas City, MO
Type of FL Program:	Immersion
Intended Grade Level:	2
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Committee of immersion teachers
Publication Date:	Revised 1994-95
Test Cost:	Not reported
Test Length:	Oral interview length varies. Listening—43 items. Reading—27 items. Writing—30+ items
Test Materials:	Test booklet, teacher's edition
Test Format:	Multiple-choice, true/false, question/answer
Scoring Method:	Holistic

Description: This French immersion test for use in the Kansas City, Missouri, Foreign Language Magnet program is in revised form. The final number of items and configuration of subsections will be determined once field-testing has been completed. The four subsections—speaking, listening, reading, and writing—are content-based (i.e., items are drawn from the content area curricula) and assess language achievement.

Test Development and Technical Information: This criterion-referenced test, which is relevant locally, was developed by a committee of immersion teachers because no appropriate immersion tests were available. Technical information is pending.

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Dr. Paul A. Garcia
5530 Oak
Kansas City, MO 64113-1258
(816) 523-1939
FAX: (816) 418-2300

Fourth Grade French Evaluation: Units 1-5

Availability:	Unrestricted
Current Users:	Bay City Public Schools, MI
Type of FL Program:	FLES
Intended Grade Level:	4 (similar tests exist for Grades 5,6, and 7)
Intended Test Use:	Achievement
Skills Tested:	Listening, vocabulary comprehension
Test Author:	Kimberly Dodge, Margaret Skinner
Publication Date:	1992
Test Cost:	Contact Bay City Public Schools, 910 Walnut Street, Bay City, MI 48706
Test Length:	4 practice questions followed by 50 test questions; 40 minutes
Test Materials:	Scantron answer sheets, transparencies, answer key, evaluation letter
Test Format:	Multiple-choice
Scoring Method:	Percentage correct

Description: At the completion of the fifth unit and coinciding with the end of the third marking period, this criterion-referenced test of listening proficiency is administered to fourth graders. Using scantron testing materials and an overhead projector, students are asked to respond to multiple-choice items read by the teacher by identifying the named item (e.g., a greeting, a shape, a color). Results of the test, indicating the percentage correct, are sent home on an evaluation form included with each student's report card.

Test Development and Technical Information: This test was developed to fill the need to evaluate the success of the FLES program and student achievement. Finding a method of assessment was a challenge due to the limited amount of class time and the large number of students each FLES teacher taught—900-1000. The multiple-choice scantron sheet provided a workable solution. The test is based on the fourth-grade FLES curriculum, which was written by FLES teachers in the district. The fourth-grade curriculum consists of eight units: Greetings/Names, Numbers/Colors/Shapes, Dates/Calendar, Weather/Seasons, Family, Body Parts, Clothing, Farm Animals, and Animal Sounds. This test has proved to be an effective assessment tool for the district. The first year the test was given to just under 2,000 students. The test continues to be administered every year.

Parallel Versions in Other Languages: Spanish

Contact Address:
Ms. Kimberly Dodge
Teacher
601 Blend Street
Bay City, MI 48706
(517) 684-1723

French as a Second Language Assessment Package - Intermediate Level

Availability:	Unrestricted
Current Users:	Not reported
Type of FL Program:	Middle school sequential French (Core French), immersion
Intended Grade Level:	7-9
Intended Test Use:	Proficiency
Skills Tested:	Speaking, listening, reading, writing
Test Author:	A design team under the direction of Claire Bélanger
Publication Date:	1996
Test Cost:	Contact the Canadian Association of Second Language Teachers (CASLT), 375 Jefferson Avenue, Winnipeg, Manitoba, Canada, R2V 0N3 (204) 582-2457
Test Length:	Variable
Test Materials:	Over 25 tasks, each requiring a key skill for success, with diverse instruments to assess proficiency; thematic, integrated evaluation situations
Test Format:	Analytical and holistic rating scales; observation forms and checklists; peer evaluation and self-evaluation forms; surveys; objective-style questions
Scoring Method:	When applicable, guideposts for marking performance

Description: These instruments are designed for the formative evaluation of French proficiency of students at the intermediate level. These are students in Grades 7 to 9 who have had at least three years of French instruction, or about 300 hours. The instruments can easily be modified to accommodate less or more advanced students. They are designed to provide useful information to the teacher and appropriate feedback to the students about their progress in meeting learning outcomes. The learning outcomes, which are stated in the package, were identified as common to all core French programs in Canada. Students receive feedback on how well they are performing in relation to the outcomes of the four components of their curriculum: communication/experience, language, culture, and general language education. The feedback aims at improving future performance. Realistic and meaningful tasks are used. The proposed tasks all have a communicative purpose and require one of the four key skills for their success. The package consists of an introduction (bilingual) outlining general principles for formative evaluation instrument design; four sections (in French), each one including various tasks pertaining to a specific language skill; assessment instruments and guidelines for their effective use; appendices; suggested integrated evaluation situations; and a bibliography. The assessment package is designed for classroom use. Incorporation of these instruments into portfolio assessment is advocated.

Test Development and Technical Information: The National Core French Project is sponsored by the Canadian Association of Second Language Teachers (CASLT) and is strongly supported by the Department of Canadian Heritage and by participating provinces and territories. Its aim is to develop assessment packages for the three levels of French instruction: beginner, intermediate, and advanced. The packages are designed by teams of core French teachers headed by a project director. A steering committee, comprised of representatives from all provinces and territories, oversees the collaborative work. Base line data for the intermediate level instruments were obtained during field-trials from approximately 1,209 teachers and over 1,400 students across 10 Canadian provinces.

Parallel Versions in Other Languages: None

Contact Address:
Ms. Claire Bélanger
Project Director
The National Core French Project
645 McEachran Avenue
Outremont, PQ, Canada H2V 3C6
(514) 278-5983
cbelanger@accent.net

French I CRES (Criterion-Referenced Evaluation System)

Availability:	Restricted (summative test not for sale)
Current Users:	Frederick County Public Schools, MD
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	8-12
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, speaking, reading, writing, culture, language concepts
Test Author:	Frederick County Public Schools
Publication Date:	1995
Test Cost:	$50 for each formative assessment (speaking and writing only)
Test Length:	Writing—one class period. Speaking—5 minutes per student. Listening, Reading, Culture (60 items)—one class period
Test Materials:	Teacher's packet includes scoring/topic sheets for the speaking section, speaking test scoring rubrics, student letter form, student writing checklist, writing test, student instruction sheet, writing test scoring rubrics, student scantron test (listening, reading, language concepts, culture), pre-recorded audio tape for the listening section, a chart of all topics covered on multiple choice portion
Test Format:	Speaking/writing—response to prompts. Other sections of test—multiple choice
Scoring Method:	Speaking/writing—holistic. Other sections of test—number/percentage correct with cutoff score for passing

Description: This evaluation system, consisting of formative unit assessments and a summative assessment instrument, is based on the county essential curriculum objectives for French I. The formative assessments may be used as guidelines for the development of assessments for each curriculum unit. To aid in consistent scoring of the speaking and writing components, rated writing and speaking samples have been developed. The summative assessment instrument is administered to all French I students (Grades 8-12) at the end of the school year. The results are used to assist in determining the final grade, analyze areas to receive more emphasis the following year, and provide input for the level II teacher. For the speaking component, each student is given one of four topics and asked to produce at least five good sentences. The more they say, the better chance they have of receiving a good grade. They are also required to ask a pertinent question. The writing component requires students to write a letter to a pen pal using at least ten complete sentences, two of which use third person singular, and two of which are questions. The multiple-choice scantron test covers listening, reading, language concepts, and culture. Authentic materials are used in the reading component.

Test Development and Technical Information: This test was developed by Frederick County public school teachers and administrators. The assessment is for in-house use, so no formal data collection or evaluation has been made. The assessment instrument was field tested with all level I French students in June 1994 and 1995. The final version went into regular use in June of 1996.

Parallel Versions in Other Languages: Spanish. German and Latin versions under development

Contact Address:
Ms. Susan Helm Murphy
Curriculum Specialist for Foreign Languages and ESL
Frederick County Public Schools
115 E. Church Street
Frederick, MD 21701
(301) 694-2538

French Language Test Package for French Immersion

Availability:	Unrestricted
Current Users:	Public and private immersion programs in Toronto, Ontario, Canada
Type of FL Program:	Core French (FLES), immersion
Intended Grade Level:	6-9
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking, reading, writing
Test Author:	OISE Modern Language Centre staff
Publication Date:	1988
Test Cost:	Contact Sharon Lapkin
Test Length:	Not reported
Test Materials:	*Test de Compréhension Auditive, Test de Phrases à Répéter et Question Orale, Test de Mots à Trouver, Question Ecrite*
Test Format:	Varies: multiple choice, open-ended questions, cloze passage, short essay
Scoring Method:	Tests are scored by the Modern Language Centre Scoring Service, operating during the summer months. A report with test results and interpretations based on participating student background characteristics and relevant comparative data from other school boards is provided.

Description: Developed by the Ontario Institute for Studies in Education (OISE) Modern Language Centre, this test package has been used for early, middle, and late French immersion program assessment at Grades 6 through 9. The tests, which are thematically linked, measure all four language skills. *Le Test de Compréhension Auditive*, Level C (the test of auditory comprehension) is a listening test that measures the understanding of spoken French in a variety of real-life situations. It consists of seven tape-recorded passages based on actual radio broadcasts, including a news report, a sports bulletin, an interview, and a drama. Students listen twice to each passage, which is followed by one or more content questions. They read the proposed answers in their booklet, choosing the one that corresponds best to each question. *Le Test de Phrases à Répéter et Question Orale* (The Test of Phrases to Repeat and Oral Question) consists of tasks designed to assess oral production skills of the class as displayed by the responses of eight randomly selected students to 1) a sentence repetition exercise based on an actual French language radio weather report and 2) an open-ended question that relates back to one of the listening comprehension passages. *Le Test de Mots à Trouver*, Level C (The Test of Words to Find) is a cloze test that provides a general measure of second language proficiency, including reading comprehension. It consists of an illustrated prose passage, "*L'étrange homme des neiges*" (The Strange Snowman), in which selected words have been deleted to be filled in by the students.

Test Development and Technical Information: These tests were developed in 1987-88 by the OISE Modern Language Centre with funding from the Metropolitan Toronto School Board. Technical information was not reported.

Parallel Versions in Other Languages: not reported

Contact Address:
Dr. Sharon Lapkin
Professor
OISE Modern Language Center
252 Bloor Street West
Toronto, Ontario M5S 1V6 Canada
(416) 923-6641 ext. 2645
slapkin@oise.on.ca

FRENCH

French Reading and Listening Test

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian sequential secondary (includes Grades 7-10) foreign language in which students have been studying a foreign language for 80 to 150 hours
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading, listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	1991-1993
Test Cost:	Test pack (10 reusable tests, score key, master to answer sheet) $20; teacher's manual $20; audio cassette tape $10; shipping is extra
Test Length:	30 minutes reading; 15-20 minutes listening
Test Materials:	Question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Individual assessment form for each section is tied to three levels of performance; scoring instructions and guide for diagnostics are provided in the teacher's guide

Description: This test was designed for Australian secondary school students who are in their second year of learning a language other than English. The teacher's manual explains how to use the diagnostic and profile descriptions of the test. The profile provides the teacher with a visual representation of the kinds of tasks the student can and cannot do as well as an estimate of the student's level of language performance. The main purposes of the test are to provide an estimate of the student's reading and/or listening skills, to assist in identifying each student's areas of strength and weakness, and to locate areas of strength and weakness in a class. Such analysis, supplemented by additional information teachers have about their students and program, can assist teachers in making decisions about their strategies for teaching listening and reading skills.

Test Development and Technical Information: The test was developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program that funded this test (and other language versions) was an initiative of the Australian Multicultural Foundation. The tests were developed to promote and encourage the learning of foreign languages in schools by providing an external certification. The test is based on the Australian Language Level Guidelines, but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. The materials were tested with a minimum of 1000 students.

Parallel Versions in Other Languages: German, Italian, Japanese, Modern Greek

Contact Address:
Customer Services
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
sales@acer.edu.au

Grade 4 French Cloze Test

Availability:	Unrestricted
Current Users:	French Bilingual Project Evaluation Team
Type of FL Program:	Immersion
Intended Grade Level:	4
Intended Test Use:	Proficiency
Skills Tested:	Reading, writing
Test Author:	Monique Burston, Michèle de Courcy, Jane Warren
Publication Date:	1995
Test Cost:	Not reported
Test Length:	30 minutes
Test Materials:	Cloze test
Test Format:	Discrete point
Scoring Method:	Number/percentage correct

Description: This group-administered French reading and writing assessment is based on an immersion school curriculum. The test consists of a paragraph in French with certain key words missing. The student must supply an appropriate word for each blank. After completing the cloze activity, the student is asked to give the paragraph a title and to summarize it in English in three to four sentences.

Test Development and Technical Information: A final version of the test was field tested with year 4 of Camberwell Public School in November 1995. Results of the field-testing are found in the project report, which may be requested from the contact person listed below.

Parallel Versions in Other Languages: English

Contact Address:
Dr. Monique Burston
Associate Professor
Department of French and Italian Studies
University of Melbourne
Parkville
Melbourne, VIC, Australia 3052
(613) 9344-5168/5179
monique_burston@muwayf.unimelb.edu.au

Grade 8 Core French Test Package

Availability:	Unrestricted
Current Users:	Grade 8 core French programs in Canada
Type of FL Program:	Core French (sequential foreign language)
Intended Grade Level:	8
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Brigit Harley, Valerie Argue, Doug Hart, Sharon Lapkin, Joyce Scane
Publication Date:	1994
Test Cost:	$190
Test Length:	Approximately 3 class periods (40-50 minutes each)
Test Materials:	Test administration booklet, *Test de Compréhension Auditive* tape and student booklet, *Test de Lecture* student text and answer sheets, *Dictée et Composition* tape and student booklet, *Test Oral* instructions and task sheet, scoring manual
Test Format:	Listening—multiple-choice. Reading—multiple-choice, matching Writing—fill-in-the-blank, short answer. Oral—communication tasks, role play
Scoring Method:	See scoring manual

Description: The tests in this package, with the exception of the oral test, are group administered. Students completing the tests normally have had between 600 and 800 hours of French instruction. The *Test de Compréhension Auditive* (auditory comprehension test) involves responding to multiple-choice questions based on an authentic tape-recorded interview with two Montreal students. The *Test de Lecture* (reading test) is based on three reading selections. Section A requires students to match written commands with pictorial signs. Sections B and C—postcards written by students on a bicycle trip and a sports interview between an eighth-grade girl and boy—include multiple-choice items. The *Dictée et Composition* (dictation and composition) consists of two parts. The first part consists of a partial dictation exercise, scored for general comprehension as well as spelling of each missing word. Students listen to a tape-recorded description of a popular sports event, then fill in the blanks in their test booklets as portions of the passage are repeated. The second part consists of two written compositions—an advertisement for a magazine and the pros and cons of a school-related issue. Assessment is based on the ability to carry out the requirements of the task with a majority of words in comprehensible French. The *Test Oral* (speaking test) is also in two parts. The first part of the individually administered speaking test involves two picture tasks that require the student to give a friend instructions in comprehensible French. Scoring is based on the testee's ability to convey key information necessary for a native French speaker to complete the exercise. The second part involves a restaurant role play, which is scored for sociolinguistic elements as well as pronunciation.

Test Development and Technical Information: This test package was developed by the Ontario Institute for Studies in Education (OISE) through funding from the Ontario Ministry of Education (1988-90) and the Official Languages in Education Directorate, Canadian Heritage (1994-95). Base line data for the listening, reading, and writing tests were obtained from approximately 480 students in 19 Grade 8 classes across six Canadian provinces; the pilot speaking test was administered to 112 students selected from 14 of these classes.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Sharon Lapkin
Professor
OISE Modern Language Center
252 Bloor Street West
Toronto, Ontario M5S 1V6 Canada
(416) 923-6641
slapkin@oise.on.ca

Immersion Second Language Writing Assessment

Availability:	Unrestricted
Current Users:	Milwaukee Immersion Schools, WI
Type of FL Program:	Immersion
Intended Grade Level:	3, 5, 8
Intended Test Use:	Proficiency
Skills Tested:	Writing
Test Author:	Milwaukee foreign language immersion teachers
Publication Date:	1992 (updated yearly)
Test Cost:	Not reported
Test Length:	Two 45-minute segments over a two-day period
Test Materials:	Test booklet containing target language prompt and space to write final draft
Test Format:	Essay question (grade-appropriate prompt)
Scoring Method:	Holistic rating (grade-appropriate prompt)

Description: This writing sample is administered to groups of students over a two-day period. On the first day, students see a prompt and work on a rough draft. On the second day, students must write their final draft in the test booklet. They are allowed to use a dictionary. These writing samples are taken at Grades 3, 5, and 8 to allow teachers to keep a longitudinal record for each student. Samples are rated by teachers on a 5-point holistic scale. Focus is on what students can actually do and thus follows current trends in assessment.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Ms. Virginia McFadden
Program Implementor
Milwaukee French Immersion School
3575 South 88th Street
Milwaukee, WI 53228
(414) 327-7052
ginnymc@csd.uwm.edu

Lingua Vocabulary Tests (LLEX)

Availability:	Free to researchers
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1994
Test Cost:	Free to researchers
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, Gallego, German, Italian, Spanish, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

Maritime Oral Communication Assessment Portfolio (MOCAP)

Availability:	Unrestricted
Current Users:	French second language teachers of Canada
Type of FL Program:	FLES, immersion, middle school sequential foreign language
Intended Grade Level:	6, 9 (adaptable to other levels)
Intended Test Use:	Diagnostic, ongoing formative assessment
Skills Tested:	Oral communication
Test Author:	Sally Rehorick, Joseph Dicks, et al.
Publication Date:	1992
Test Cost:	$150 to $500, depending on package purchased
Test Length:	350 pages (approximately 55 pages of themes, plus teacher's guide)
Test Materials:	Teacher's guide, four thematic evaluation units, evaluation grids, evaluation forms for each technique (used within thematic units), two audio tapes, a student self-assessment questionnaire
Test Format:	Discussions, role plays, questionnaires, story telling, missing information
Scoring Method:	The individual assessment form for each section is tied to three levels of performance; student self-evaluation questionnaire

Description: MOCAP's assessment tools are designed to evaluate the oral communication performance of students in Grades 6 and 9 in core (FLES) and immersion French. The techniques are adaptable to other levels. The thematically based techniques focus on situations requiring authentic communication of messages, ideas, feelings, and/or opinions. MOCAP corresponds to the recommendations of the Communicative/Experiential Syllabus and the General Language Syllabus of the National Core French Study (Canada). MOCAP uses a portfolio approach to assessment in that it is formative and collaborative in nature. The purpose of the portfolio is to provide a progressive and developmental view of an individual student's oral communication abilities in French. Also available on Macintosh disk. A collection of teacher-created MOCAP-based assessment items for a wide range of themes and levels is forthcoming.

Test Development and Technical Information: MOCAP was developed by the French Second Language Teacher Education Centre of the University of New Brunswick under a grant from the Maritime Provinces Education Foundation. This French as a second language evaluation package was researched and designed by Sally Rehorick and Joseph Dicks in collaboration with teachers, school board personnel, and department of education consultants from the three maritime provinces.

Parallel Versions in Other Languages: none

Contact Address:
Professor Sally Rehorick
Second Language Centre
Faculty of Education
University of New Brunswick
Bag Service #45333
Fredericton, New Brunswick E3B 6E3 Canada
(506) 453-5136
sallyr@unb.ca or slec@unb.ca

FRENCH

National Australia Bank Language Certificates - Beginner's Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading and listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	30 minutes reading, 20 minutes listening
Test Materials:	Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, German, Indonesian, Italian, Japanese, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

New York State Second Language Proficiency Examination: French

Availability:	New York State public and non-public schools
Current Users:	New York State public and non-public schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, culture, listening, writing
Test Author:	Teacher consultants and State Education Department staff
Publication Date:	1988 (new exam published each June)
Test Cost:	Not reported
Test Length:	Informal speaking assessment—variable. Formal speaking assessment—4 tasks. Listening—20 items. Reading—10 items. Writing—2 notes of at least 12 words each and 8 items. 90 minutes
Test Materials:	Test booklet, answer sheets, scoring sheet for formal speaking test, scoring key
Test Format:	Listening and reading sections use multiple-choice items. Writing section uses short answers. Speaking section requires informal classroom evaluation and formal evaluation of performance on four tasks
Scoring Method:	Scored by teachers; a sample is then scored by State Education Department

Description: This examination tests all skill areas and is usually administered at the end of the school year to eighth graders who have completed two units of study. If students pass the examination they will earn one unit of high school credit in second language instruction. Test measures learning outcomes at "Checkpoint A" (high school Level 1) of the state syllabus.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: German, Italian, Latin, Spanish

Contact Address:
Ms. Mary W. Pillsworth
ESC Specialist
New York State Department of Education, Room 671 EBA
Albany, NY 12234

FRENCH

Oral Proficiency Assessments - Simulated Oral Proficiency Interviews

Availability: Unrestricted
Current Users: Various Pennsylvania junior high schools
Type of FL Program: Middle school sequential foreign language
Intended Grade Level: 7, 8
Intended Test Use: Achievement, proficiency, placement
Skills Tested: Listening, speaking
Test Author: Advisory Council of Bucks County Intermediate Unit #22, foreign language teachers
Publication Date: 1997
Test Cost: Not reported
Test Length: Adjustable
Test Materials: Pictures, diagrams, drawings, photos
Test Format: Short answer, descriptions
Scoring Method: Delineation of proficiency level on ACTFL scale based on overall performance

Description: This listening and speaking assessment may be administered individually or in groups. It is based on Bucks County Intermediate Unit Communication Outcomes and the national *Standards for Foreign Language Learning*. The components of the test are picture analyses, interviews, and task completions. This instrument requires students to describe pictures, photos, or scenes; fulfill tasks; ask and answer questions; and (when administered to a group) help in the completion of a group task.

Test Development and Technical Information: A prototype is currently under development, with data collection planned for September 1997. This instrument is being used to determine the minimum standards of proficiency for Pennsylvania state graduation requirements.

Parallel Versions in Other Languages: German, Spanish

Contact Address:
Dr. Anthony Waskie
Foreign Language Program Coordinator
Pennsbury School District
705 Hood Boulevard
Fairless Hills, PA 19030
(215) 949-6729
awaskie@bucksnet.bciu.k12.pa.us

PAT Maths - French Version

Availability:	Unrestricted
Current Users:	French Bilingual Project Evaluation Team
Type of FL Program:	Immersion
Intended Grade Level:	3,4
Intended Test Use:	Achievement, program evaluation
Skills Tested:	Reading, math
Test Author:	Original test ACER-PAT Maths. Translated into French by Monique Burston and Jeannette Harfouch
Publication Date:	1995
Test Cost:	Not reported
Test Length:	45 minutes
Test Materials:	Test manual, answer sheet
Test Format:	Multiple choice
Scoring Method:	Number/percentage correct

Description: This French-language group-administered mathematics assessment is based on the Progressive Achievement Test in Mathematics (Australian Council for Educational Research) that addresses the Australian national standards. The test consists of a page of practice questions (in English) followed by 47 multiple choice math problems in French.

Test Development and Technical Information: This test was developed to help evaluate the mathematics and French achievement of students in the Camberwell Public School immersion program. The test was produced to answer parental concerns as to whether their children were having problems with math because of studying it in French. Their concerns were allayed by the results of the testing. Children were tested in both French and English and demonstrated the same ability in mathematics. A draft version of this test has been administered to a portion of a French immersion class. The other students took the original English version. No significant differences were found between the versions of the test or in student performance. A final version of the test was field tested with years 3 and 4 of Camberwell Public School in November 1995. Reliability and validity information is available for the original English version. Item difficulty analysis is underway in French.

Parallel Versions in Other Languages: English

Contact Address:
Dr. Monique Burston
Associate Professor
Department of French and Italian Studies
University of Melbourne
Parkville
Melbourne, VIC, Australia 3052
(613) 9344-5168/5179
monique_burston@muwayf.unimelb.edu.au

Performance Assessment for French

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, reading, speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1987 (updated periodically)
Test Cost:	Varies
Test Length:	Listening (18 minutes)—20 items. Reading (30 minutes)—34 items (novice through advanced), 40 items (intermediate through advanced). Speaking (10-30 minutes)—multiple prompts. Writing (20-30 minutes)—multiple prompts
Test Materials:	Student test booklets, master tapes, scantron answer sheets for listening and reading comprehension
Test Format:	Listening/reading—multiple-choice. Writing—response to prompts. Speaking—interview
Scoring Method:	The listening and reading items are rated on pre-determined scales (ACTFL/ILR guidelines), then anchored by a range of readers; the oral interview and writing instrument are rated holistically.

Description: This is a competency test in multiple modalities (skill areas) and is comparable to versions of the test in other languages. It is not textbook or program specific. The test is being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in the Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: Chinese, German, Japanese, Russian, Spanish

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

Seabury School Report: French

Availability:	Contact Jo Ann Olliphant
Current Users:	Jo Ann Olliphant
Type of FL Program:	FLES (for gifted and talented students)
Intended Grade Level:	K-6
Intended Test Use:	Program description and/or evaluation, achievement
Skills Tested:	Listening, speaking
Test Author:	Jo Ann Olliphant
Publication Date:	1993
Test Cost:	Not reported
Test Length:	2 pages
Test Materials:	Report
Test Format:	Written narrative
Scoring Method:	Holistic

Description: This teacher evaluation form is used at the Seabury School in Takoma, Washington, by the French teacher. It allows the teacher to provide parents with an overall picture of the program: objectives, content, field trips, etc. (page 1), and what their child has accomplished at his particular level: progress in listening and speaking skills, reaction to classroom experience, etc. (page 2). This report is written at the end of the second trimester. At the end of the first and third trimesters a more abbreviated report is written which does not contain remarks pertaining to each individual child.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: none

Contact Address:
Ms. Jo Ann Olliphant
Teacher/Second Language Consultant
Seabury School/TPR Plus
11004 111th Street SW
Tacoma, WA 98498
(206) 584-7473

Seabury School Report: French (checklist)

Availability:	Contact Jo Ann Olliphant
Current Users:	Jo Ann Olliphant
Type of FL Program:	FLES (for gifted and talented)
Intended Grade Level:	2
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking
Test Author:	Jo Ann Olliphant
Publication Date:	Not reported
Test Cost:	Not reported
Test Length:	Seven objectives and space for teacher to write comments
Test Materials:	One report per student
Test Format:	Checklist
Scoring Method:	Four-point scale for each objective

Description: This student evaluation form is used at the Seabury School (Takoma, Washington) in their Primary II (second grade) French class. It allows the teacher to rate each student on the basis of five language objectives and two behavioral objectives. For each objective, the student receives a rating of *consistently does this well, usually does this well, working to achieve this*, or *improvement needed*. This report format is used at all levels. A report based on this evaluation is written once a year at the end of the second trimester.

Test Development and Technical Information: Developed by Jo Ann Olliphant as a means of documenting progress in the Primary II French class.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Jo Ann Olliphant
Second Language Consultant
TPR Plus
11004 111th Street SW
Tacoma, WA 98498
(206) 584-7473

French

Student Oral Proficiency Assessment (SOPA)

Availability:	Unrestricted
Current Users:	Various total and partial immersion programs, FLES programs
Type of FL Program:	Immersion (total, partial, two-way), FLES
Intended Grade Level:	1-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Nancy Rhodes (immersion); Beverly Boyson, Nancy Rhodes, Lynn Thompson (FLES)
Publication Date:	1992, 1996
Test Cost:	none
Test Length:	10-15 minutes per pair of students
Test Materials:	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and storybook)
Test Format:	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a dollhouse.
Scoring Method:	Holistic: each student is rated for comprehension and fluency on a 6-point scale

Description: The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in French (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

Test Development and Technical Information: The immersion version of this test was developed to assess immersion students' speaking and listening proficiency at Woodland Elementary School in Oak Ridge, Tennessee. A preliminary FLES version was developed to assess FLES students' speaking and listening proficiency in Georgia Public Schools. Further field testing and revision are planned for 1997-98.

Parallel Versions in Other Languages: German, Japanese, Spanish

Contact Address:
Ms. Lynn Thompson
Research Assistant, FLET Division
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
(202) 429-9292
lynn@cal.org

Test de Compréhension et de Production Orales en Français Immersion/3e Année

Availability:	Unrestricted
Current Users:	Manitoba (Canada) French immersion programs
Type of FL Program:	Immersion
Intended Grade Level:	3
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Ministry of Education for the Province of Manitoba et al.
Publication Date:	1988
Test Cost:	$21.00
Test Length:	20-30 minutes per student
Test Materials:	Grade-level appropriate book, evaluation grid, audio tapes, tape recorder, administration guide for teachers
Test Format:	10-phase interview: discuss personal information; draw a picture based on oral instructions; discuss character and behavior and justify responses; describe an activity and a picture; discuss differences and similarities; matching; jointly construct a story with the tester; recount a story based on pictures; find a title for the book the tester is planning; and give his or her opinion of this book.
Scoring Method:	Interviews are tape recorded for subsequent scoring. Evaluation grids that specify appropriate student behavior for each comprehension and production objective are used to score the interviews. There are three levels of achievement for each objective: supérieur (superior), adéquat (adequate), or inadéquat (inadequate).

Description: This individually administered test measures the oral comprehension and production of Grade 3 French immersion students in a communicative context. The tester plays the role of a children's story writer who has come to the class to get feedback and suggestions on a science fiction book he/she is writing for children their age. The tester reads a related book to the entire class, then withdraws students for individual interviews. Interviews are tape recorded and scored later using an evaluation grid. The administration guide provides information on the use and scoring of the test.

Test Development and Technical Information: This test was developed in 1989 by the French Education Office of Manitoba to assess Grade 3 French immersion students. A 1989 final report provides detailed information on test development and statistics (reliability and validity) as well as comparative data. These data are based on a sample of 300 Grade 3 French immersion students. Sixteen percent of all French immersion students in Manitoba were included in the sample, which represented urban, rural, and northern Manitoba students in proportion to their percentage of the population as a whole. Copies of the test may be ordered from Centre des Manuels Scolaires du Manitoba, C.P. 910, Souris, Manitoba R0K 2C0, Canada. (204) 483-4040. Order # 98441.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Rachel Deniset
Education Officer
Bureau de l'Education Française
Manitoba Education and Training
509-1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3 Canada
(204) 945-6916
rdeniset@edu.gov.mb.ca

Test de Compréhension et de Production Orales/6e année/Classes d'Immersion

Availability:	Unrestricted
Current Users:	French immersion Grade 6 teachers
Type of FL Program:	Immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking
Test Author:	Centre de Recherche du Collège de Saint-Boniface and Bureau de l'éducation française, Manitoba Education and Training
Publication Date:	1993
Test Cost:	$1.10
Test Length:	25-30 minutes per student
Test Materials:	Microphone, audio cassette and audio cassette recorder, paper, pencil, and administration guide
Test Format:	Student interview
Scoring Method:	Holistic although number correct is taken into consideration to arrive at achievement level

Description: This French immersion listening and speaking assessment instrument is individually administered. Students are interviewed individually and are asked to present themselves, recount a story they have heard or seen on television, talk about their school, listen to a story about an accident and comment on it, listen to a telephone message and be able to transmit the message to the interviewer, and use a map of a city to give directions. The resulting speech sample is scored using evaluation grids that specify appropriate student behavior for each objective. There are three levels of achievement for each objective: superior, adequate, or inadequate.

Test Development and Technical Information: This interview procedure is based on the Manitoba provincial curriculum. The current instrument was field tested initially with 40 students in 1988, then with 242 students in 1989. A final report published in 1990 (*Evaluation du programme d'études de français langue seconde en immersion à la 6e année*) provides detailed information on test development and statistics. Questions about this report or the interview procedure may be addressed to the contact address below. Copies of the assessment instrument may be ordered from Centre des Manuels Scolaires du Manitoba, C.P. 910, Souris, Manitoba, R0K 2C0, Canada. (204) 483-4040. Order #98455

Parallel Versions in Other Languages: None

Contact Address:
Ms. Rachel Deniset
Education Officer
Bureau de l'Education Français
Manitoba Education and Training
509-1181 Portage Avenue
Winnipeg, Manitoba, R3G OT3 Canada
(204) 945-6916
rdeniset@edu.gov.mb.ca

Third Grade Listening Test: French

Availability:	Restricted
Current Users:	North Carolina public schools
Type of FL Program:	FLES
Intended Grade Level:	3
Intended Test Use:	Achievement
Skills Tested:	Listening
Test Author:	North Carolina Department of Public Instruction and foreign language teachers
Publication Date:	1991
Test Cost:	Not reported
Test Length:	40 items; 45 minutes
Test Materials:	Answer booklet, video tape of test items
Test Format:	Multiple choice
Scoring Method:	Number correct

Description: This multiple-choice listening test is for third graders who started foreign language instruction in kindergarten. The test contains 40 items, which are delivered via videotape. The answer booklet is multiple-choice, using graphics rather than the written word. On their answer sheets, students fill in the bubble under the graphic that matches the statement or answers the question. This test is available for purchase to school districts throughout the state. This test is used on a voluntary basis.

Test Development and Technical Information: This test was developed by a representative group of elementary French teachers who worked in conjunction with the Department of Public Instruction. They identified a common core of vocabulary and structures to be tested and developed the test items. The test was field-tested for two years prior to being administered. Reliability/validity information is available upon request.

Parallel Versions in Other Languages: Spanish

Contact Address:
Dr. Fran Hoch
Section Chief
Second Languages, ESL, Information and Computer Skills
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1797

Trousse d'Evaluation - Tests modèles pour Intermédiaire 4, 5, 6 /Evaluation Resource Package - Model Tests for Intermediate 4, 5, 6

Availability:	Unrestricted
Current Users:	Alberta middle schools
Type of FL Program:	Middle school sequential foreign language program
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, placement
Skills Tested:	Listening, speaking, reading, writing, culture, strategy use
Test Author:	Alberta Education
Publication Date:	1995
Test Cost:	$20.75 (Canadian) Available at LRDC FAX:(403) 422-9750
Test Length:	Comprised of 3 different tests, each containing 5 test items
Test Materials:	Audio cassette, teacher's manual, student test
Test Format:	Performance-based
Scoring Method:	Holistic

Description: This middle school French assessment package is based on the Alberta program of studies. It can be administered individually or to a group. A tape recorder is needed for the listening component. Each test is designed to evaluate a different level of language proficiency in each of the four language skills, following an organizing theme that ties the performance tasks together. However, the tasks are independent of each other: that is, students are not penalized from task to task if they are unable to carry out one task. The errors committed would demonstrate where the student is weak. Each test is based on a different theme organized around a general context with five different situations. The tests are entitled: *Décisions, décisions, décisons* (Intermediate 4); *Bravo les jeunes! Notre magazine à nous!* (Intermediate 5); and *La boîte à idées* (Intermediate 6). Each test is based on solving problems of different sorts. These are model tests designed to provide teachers with a blueprint for designing their own tests. The tests can also provide useful ideas for classroom activities.

Test Development and Technical Information: These tests are the products of the French as a Second Language Project. This project involved the development of a series of model tests for Alberta Education's French as a Second Language Program of Studies. Preliminary forms of these tests were field-tested in a number of Alberta junior high schools for appropriateness of cognitive and proficiency level as well as clarity of instructions.

Parallel Versions in Other Languages: None, but the models can be adapted for other languages.

Contact Address:
Dr. W. Lazaruk
Assistant Director
Language Services Branch, Alberta Education
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
(403) 427-2940
wlazaruk@edu.gov.ab.ca

FRENCH

Trousse d'Evaluation - Tests modèles pour le Niveau Débutant 1, 2, 3 /Evaluation Resource Package - Model Tests for: Beginning Level 1, 2, 3

Availability:	Unrestricted
Current Users:	Alberta elementary schools
Type of FL Program:	FLES
Intended Grade Level:	3-6
Intended Test Use:	Proficiency, placement
Skills Tested:	Listening, speaking, reading, writing, culture, strategy use
Test Author:	Alberta Education
Publication Date:	1995
Test Cost:	$20.65 (Canadian) Available at LRDC FAX:(403) 422-9750
Test Length:	Comprised of 3 different tests, each containing 5 test items
Test Materials:	Audio cassette, teacher's manual, student test
Test Format:	Performance-based
Scoring Method:	Holistic

Description: This French assessment package is based on the Alberta program of studies. It can be administered individually or to a group. A tape recorder is needed for the listening component. Each test is tied together by performance tasks. These tasks are, however, independent of each other and students are not penalized from task to task if they are unable to carry out one task. The errors committed would demonstrate where the student is weak. These model assessment instruments are thematically based. The beginning level 1 test is called *l'Année Scolaire*, level 2 *A la Découverte d'un Monde Nouveau*, and level 3 *Seul à la Maison*. These are model tests designed to provide teachers with a blueprint for designing their own tests. These tests allow teachers to obtain a sampling of a student's performance in each language skill within the prescribed fields of experience of the program of studies. The tests can also provide useful ideas for classroom activities.

Test Development and Technical Information: These tests are the products of the French as a Second Language Project. This project involved the development of a series of model tests for Alberta Education's French as a Second Language Program of Studies. Preliminary forms of these tests were field-tested in a number of Alberta elementary schools for appropriateness of cognitive and proficiency level as well as clarity of instructions.

Parallel Versions in Other Languages: None, but the models can be adapted for other languages.

Contact Address:
Dr. W. Lazaruk
Assistant Director
Language Services Branch, Alberta Education
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
(403) 427-2940
wlazaruk@edu.gov.ab.ca

GALLEGO

Lingua Vocabulary Tests (LLEX)

Availability:	Free to researchers
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1996
Test Cost:	Free to researchers
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, French, German, Italian, Spanish, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

GERMAN

Assessment Tasks for German Level I and II

Availability:	Unrestricted
Current Users:	Indiana public and private schools
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Team of Indiana foreign language teachers
Publication Date:	1993
Test Cost:	$6.00 per level (packet) or $12.00 per language
Test Length:	Series of assessment tasks vary in length
Test Materials:	Two packets of printed materials for each language, eight audio tapes for each language
Test Format:	A variety of communicative assessment tasks, including map-reading, writing a letter to an imaginary pen pal, and situational role plays
Scoring Method:	Suggested scoring rubric included with each task

Description: The packets include a set of assessment tasks based on the learner outcomes of the Indiana Proficiency Curriculum Guide. The tasks require students to respond using all four skills: listening, speaking, reading, and writing. These packets also include answer sheets, scoring rubrics for each task, and a tape script for the audio tapes. The listening/speaking tasks require the use of audio tapes. The packets are loose-leaf bound, giving teachers the option to select and combine tasks to meet their particular curriculum needs. Packets are available while the supply lasts.

Test Development and Technical Information: The materials were developed and field-tested by Indiana foreign language teachers under the general direction of Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education.

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Dr. Walter H. Bartz
Consultant, Foreign Language Education
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9156
FAX: (317) 232-9121
wbartz@ideanet.doe.state.in.us

Beginning German Course Examination

Availability:	Restricted
Current Users:	District of Columbia Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7-8
Intended Test Use:	Achievement (end-of-year test), placement
Skills Tested:	Speaking, listening, structure/usage (grammar, lexicon), reading comprehension, culture
Test Author:	District of Columbia foreign language teachers under the supervision of Dr. Marion Hines
Publication Date:	Revised 1993-94
Test Cost:	Not reported
Test Length:	Part A—variable (each student is interviewed). Part B—45 minutes
Test Materials:	Student booklet, teacher's manual, audio tape for listening section
Test Format:	Part A—question/answer. Part B—multiple choice
Scoring Method:	Part A (worth 25%)—number of errors subtracted from 25%. Part B (worth 75%)—number correct

Description: This beginning-level year-end course examination is designed to assess skills and content mastery. The test components include assessment of speaking and listening skills (50%), structure (40%), reading comprehension (5%), and culture (5%). In the District of Columbia Public Schools (DCPS), the beginning-level course covers the first half of the Level 1 course content when taken in middle school (Grade 7 or 8). Students earn one Carnegie unit only after successfully completing the second half of the course in Grade 8 or 9. The beginning-level course meets for 45 minutes, five days a week.

Test Development and Technical Information: The DCPS year-end examinations were conceptualized and edited by the foreign language curriculum director and written and edited by foreign language teachers, in response to teacher and principal requests for assessment. These criterion-referenced, discrete-point tests were originally published in 1983 and were revised in 1993-94. They are based on DCPS foreign language curriculum objectives. No technical information was reported.

Parallel Versions in Other Languages: French, Italian, Latin, Spanish

Contact Address:
Dr. Marion E. Hines
Curriculum Director, Foreign Languages
District of Columbia Public Schools
20th and Evarts Streets, NE
Washington, DC 20018
(202) 576-7813

GERMAN

CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in German. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into German and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, Chinese, French, Japanese, Russian, Spanish.

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

Colorado Proficiency Sample Project (CPSP)

Availability:	Restricted
Current Users:	Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	4-12
Intended Test Use:	Diagnostic (proficiency, achievement), program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Evelyna Donnelly et al.
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Test booklets, audio tapes
Test Format:	Varies: multiple-choice, short answer, task completion
Scoring Method:	Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project, whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993 and then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: French, Japanese, Russian, Spanish

Contact Address:
Dr. Evelyna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6757
FAX: (303) 830-0793

Content-Based FLES Pilot: Second Grade Assessment

Availability:	Unrestricted
Current Users:	FLES pilot program, Toledo Public Schools, OH
Type of FL Program:	Content-based FLES
Intended Grade Level:	2
Intended Test Use:	Proficiency, achievement
Skills Tested:	Reading, writing (ability to copy what they read), listening, speaking
Test Author:	Lori Winne, Nada Kamal, Maria Martinez, Trudy Sumpter
Publication Date:	1994
Test Cost:	Postage
Test Length:	30 items
Test Materials:	Student test booklets, posterboard with vocabulary pictures
Test Format:	Matching, fill-in-the-blank, question/answer
Scoring Method:	Parts 1-3 (reading/writing)—number correct. Parts 4-5 (listening/speaking)—holistic rating

Description: This German test for a FLES program consists of five parts. Part 1 checks the student's reading ability (word recognition) by asking the student to match the written word with the picture (animals and body parts). Part 2 checks the student's ability to read short phrases by asking the student to match the phrase with the picture (weather conditions). Part 3 assesses written performance by asking the student to count the number of apples that he/she sees and copy the correct number (spelled out in a list on the page) into a box. Part 4 assesses speaking ability (identification, description) by asking the student to look at 20 pictures on a posterboard that represent numbers, colors, weather, body parts, etc. The student is asked to identify 10 things. The rating the student receives (below average, average, or above average) depends on the completeness and accuracy of his or her responses. Part 5 assesses speaking ability (answering questions) by asking the student five simple questions in the target language about a calendar. The same rating scale as in Part 4 is used to assign a holistic rating.

Test Development and Technical Information: This test (and a test for Grade 1) was developed by Lori Winne and foreign language teachers to enable the evaluation of student proficiency and achievement in a pilot content-based FLES program (1992-1995). Technical information was not reported.

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Ms. Lori Winne
Director, Foreign Languages
Toledo Public Schools
425 Jefferson Avenue
Toledo, OH 43604
(419) 255-3276
lwinne.smtc148@uofto2.utoledo.edu

End of Year German Test

Availability: Unrestricted
Current Users: Barbara Hogan
Type of FL Program: Middle school sequential foreign language
Intended Grade Level: 7-8
Intended Test Use: Achievement
Skills Tested: Knowledge of basic vocabulary and phrases, grammar, pronunciation rules
Test Author: Barbara Hogan
Publication Date: June 1993
Test Cost: Not reported
Test Length: 100 test items
Test Materials: Test booklet
Test Format: Multiple-choice format with stems in English or German
Scoring Method: Number correct

Description: This end-of-year test is based on a teacher-made curriculum for gifted students studying the equivalent of first-year high school German at the middle school. This test includes some content-area questions. The test is discrete-point and covers material from the entire school year.

Test Development and Technical Information: This end-of-year test was developed as part of a tests and measurements class taken by the test author in the summer of 1993. For technical information, contact author.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Barbara Hogan
German Teacher
Pinkneyville Middle School
5440 West Jones Bridge Road
Norcross, GA 30092
(404) 263-0860

Evaluation Zweisprachiger Kindergarten Wallis (Evaluation of Bilingual Kindergarten, Wallis)

Availability:	Unrestricted
Current Users:	Institut Romand de Recherche et de Documentation Pédagogiques (IRDP) researchers in the Canton of Valais, Switzerland
Type of FL Program:	Immersion
Intended Grade Level:	K
Intended Test Use:	Achievement, program evaluation
Skills Tested:	Listening, speaking, translation, attitudes
Test Author:	Anne-Lore Bregy, Claudine Brohy, Gabriela Fuchs
Publication Date:	1995
Test Cost:	None
Test Length:	Approximately 30 minutes per child
Test Materials:	Questionnaires, cards, toys, school materials
Test Format:	Selected response, short answer, teacher report, sociolinguistic questionnaire for parents
Scoring Method:	Number/percentage correct where applicable

Description: This individually administered assessment seeks to determine German proficiency of kindergartners in a bilingual German-French program. It requires students to answer, react, translate (first into their first language, then into their second language), and tell a story. Teacher observations of language use and a sociolinguistic questionnaire to be completed by the parents help complete the portrait of the students' language proficiency.

Test Development and Technical Information: This assessment instrument is a prototype under development with data collection in process for immersion kindergarten classes in western Switzerland. This assessment instrument was developed in response to concern over the nature and extent of language acquisition of students in bilingual French/German immersion programs.

Parallel Versions in Other Languages: None

Contact Address:
Dr. Claudine Brohy
IRDP
Rue Marcello 5
1700 Fribourg, Switzerland
41-26-322-68-86
FAX: 41 22-300-97-17
claudine.brohy@unifr.ch

Ferndale, Michigan: First Grade Assessment

Availability:	Contact Irma R. Torres
Current Users:	Elementary Foreign Language Program, Ferndale Public Schools, MI
Type of FL Program:	FLES
Intended Grade Level:	1
Intended Test Use:	Oral proficiency
Skills Tested:	Speaking
Test Author:	Ferndale elementary school foreign language teachers
Publication Date:	1992
Test Cost:	Not reported
Test Length:	5-10 minutes per student
Test Materials:	Test booklet
Test Format:	Oral interview: warm-up and open-ended questions
Scoring Method:	Number and type of words used

Description: This oral German test is administered to randomly selected first graders at the end of their first year of instruction. The oral interview includes a warm-up and open-ended questions. The questions are based on a large, colorful picture that includes people of various ages, several other objects from familiar vocabulary areas, and various weather conditions. These modified oral proficiency interviews (i.e., they draw their inspiration from the ACTFL oral proficiency interview) are intended to provide assessment data that will be used for both formative and summative evaluations of Ferndale's foreign language program. The test is administered by an outside expert trained in the interview procedure.

Test Development and Technical Information: This test was developed by foreign language teachers (Grades 1-6) in Ferndale Public Schools, MI. Technical information was not reported.

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Ms. Irma R. Torres
Foreign Language Coordinator
Ferndale Public Schools
881 Pinecrest
Ferndale, MI 48220

Foreign Language Magnet: Immersion Assessment—German

Availability:	Unrestricted
Current Users:	Foreign Language Magnet Program, Kansas City, MO
Type of FL Program:	Immersion
Intended Grade Level:	2
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Committee of immersion teachers
Publication Date:	Revised 1994-95
Test Cost:	Not reported
Test Length:	Oral interview length varies. Listening—43 items. Reading—27 items. Writing—30+ items
Test Materials:	Test booklet, teacher's edition
Test Format:	Multiple-choice, true/false, question/answer
Scoring Method:	Holistic

Description: This German test for use in the Kansas City, Missouri, Foreign Language Magnet program is in revised form. The final number of items and configuration of subsections will be determined once field-testing has been completed. The four subsections—speaking, listening, reading, and writing—are content-based (i.e., items are drawn from the content area curricula) and assess language achievement.

Test Development and Technical Information: This criterion-referenced test, which is relevant locally, was developed by a committee of immersion teachers because no appropriate immersion tests were available. Technical information is pending.

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Dr. Paul A. Garcia
5530 Oak
Kansas City, MO 64113-1258
(816) 523-1939
FAX: (816) 418-2300

German Reading and Listening Test

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian sequential secondary (includes Grades 7-10) foreign language in which students have been studying a foreign language for 80 to 150 hours
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading, listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	1991-1993
Test Cost:	Test pack (10 reusable tests, score key, master to answer sheet) $20; teacher's manual $20; audio cassette tape $10; shipping is extra
Test Length:	30 minutes reading; 15-20 minutes listening
Test Materials:	Question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Individual assessment form for each section is tied to three levels of performance; scoring instructions and guide for diagnostics are provided in the teacher's guide

Description: This test was designed for Australian secondary school students who are in their second year of learning a language other than English. The teacher's manual explains how to use the diagnostic and profile descriptions of the test. The profile provides the teacher with a visual representation of the kinds of tasks the student can and cannot do as well as an estimate of the student's level of language performance. The main purposes of the test are to provide an estimate of the student's reading and/or listening skills, to assist in identifying each student's areas of strength and weakness, and to locate areas of strength and weakness in a class. Such analysis, supplemented by additional information teachers have about their students and program, can assist teachers in making decisions about their strategies for teaching listening and reading skills.

Test Development and Technical Information: The test was developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program that funded this test (and other language versions) was an initiative of the Australian Multicultural Foundation. The tests were developed to promote and encourage the learning of foreign languages in schools by providing an external certification. The test is based on the Australian Language Level Guidelines, but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. The materials were tested with a minimum of 1000 students.

Parallel Versions in Other Languages: French, Italian, Japanese, Modern Greek

Contact Address:
Customer Services
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
sales@acer.edu.au

Immersion Second Language Writing Assessment

Availability:	Unrestricted
Current Users:	Milwaukee Immersion Schools, WI
Type of FL Program:	Immersion
Intended Grade Level:	3, 5, 8
Intended Test Use:	Proficiency
Skills Tested:	Writing
Test Author:	Milwaukee foreign language immersion teachers
Publication Date:	1992 (updated yearly)
Test Cost:	Not reported
Test Length:	Two 45-minute segments over a two-day period
Test Materials:	Test booklet containing target language prompt and space to write final draft
Test Format:	Essay question (grade-appropriate prompt)
Scoring Method:	Holistic rating (grade-appropriate prompt)

Description: This writing sample is administered to groups of students over a two-day period. On the first day, students see a prompt and work on a rough draft. On the second day, students must write their final draft in the test booklet. They are allowed to use a dictionary. These writing samples are taken at Grades 3, 5 and 8 to allow teachers to keep a longitudinal record for each student. Samples are rated by teachers on a 5-point, holistic scale. Focus is on what students can actually do and thus follows current trends in assessment.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Ms. Mary Burchert
Program Implementor
Milwaukee German Immersion School
3778 North 82nd Street
Milwaukee, WI 53222
(414) 464-2500

GERMAN

Lingua Vocabulary Tests (LLEX)

Availability:	Not reported
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1994
Test Cost:	Not reported
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, French, Gallego, Italian, Spanish, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

National Australia Bank Language Certificates - Beginner's Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading and listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	30 minutes reading, 20 minutes listening
Test Materials:	Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, French, Indonesian, Italian, Japanese, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

New York State Second Language Proficiency Examination: German

Availability:	New York State public and non-public schools
Current Users:	New York State public and non-public schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, culture, listening, writing
Test Author:	Teacher consultants and State Education Department staff
Publication Date:	1988 (new exam published each June)
Test Cost:	Not reported
Test Length:	Informal speaking assessment—variable. Formal speaking assessment—4 tasks. Listening—20 items. Reading—10 items. Writing—2 notes (of at least 12 words each) and 8 items. 90 minutes
Test Materials:	Test booklet, answer sheets, scoring sheet for formal speaking test, scoring key
Test Format:	Listening and reading sections use multiple-choice items. Writing section uses notes and lists. Speaking section requires informal classroom evaluation and formal evaluation of performance on four tasks
Scoring Method:	Scored by teachers; a sample is then scored by State Education Department

Description: This examination tests all skill areas and is usually administered at the end of the school year to eighth graders who have completed two units of study. If students pass the examination they will earn one unit of high school credit in second language instruction. Test measures learning outcomes at "Checkpoint A" (high school Level 1) of the state syllabus.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, Italian, Latin, Spanish

Contact Address:
Ms. Mary W. Pillsworth
ESC Specialist
New York State Department of Education, Room 671 EBA
Albany, NY 12234

GERMAN

Oral Proficiency Assessments - Simulated Oral Proficiency Interviews

Availability:	Unrestricted
Current Users:	Various Pennsylvania junior high schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7, 8
Intended Test Use:	Achievement, proficiency, placement
Skills Tested:	Listening, speaking
Test Author:	Advisory Council of Bucks County Intermediate Unit #22, foreign language teachers
Publication Date:	1997
Test Cost:	Not reported
Test Length:	Adjustable
Test Materials:	Pictures, diagrams, drawings, photos
Test Format:	Short answer, descriptions
Scoring Method:	Delineation of proficiency level on ACTFL scale based on overall performance

Description: This listening and speaking assessment may be administered individually or in groups. It is based on Bucks County Intermediate Unit Communication Outcomes and the national *Standards for Foreign Language Learning*. The components of the test are picture analyses, interviews, and task completions. This instrument requires students to describe pictures, photos, or scenes; fulfill tasks; ask and answer questions; and (when administered to a group) help in the completion of a group task.

Test Development and Technical Information: A prototype is currently under development, with data collection planned for September 1997. This instrument is being used to determine the minimum standards of proficiency for Pennsylvania state graduation requirements.

Parallel Versions in Other Languages: French, Spanish

Contact Address:
Dr. Anthony Waskie
Foreign Language Program Coordinator
Pennsbury School District
705 Hood Boulevard
Fairless Hills, PA 19030
(215) 949-6729
awaskie@bucksnet.bciu.k12.pa.us

Performance Assessment for German

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, reading, speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1987 (updated periodically)
Test Cost:	Varies
Test Length:	Listening (18 minutes)—20 items. Reading (30 minutes)—34 items (novice through advanced), 40 items (intermediate through advanced). Speaking (10-30 minutes)—multiple prompts. Writing (20-30 minutes)—multiple prompts
Test Materials:	Student test booklets, master tapes, scantron answer sheets for listening and reading comprehension
Test Format:	Listening/reading—multiple-choice. Writing—response to prompts. Speaking—interview.
Scoring Method:	The listening and reading items are rated on pre-determined scales (ACTFL/ILR guidelines), then anchored by a range of readers; the oral interview and writing instrument are rated holistically.

Description: This is a competency test in multiple modalities (skill areas) and is comparable to versions of the test in other languages. It is not textbook or program specific. The test is being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: Chinese, French, Japanese, Russian, Spanish

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

Student Oral Proficiency Assessment (SOPA)

Availability:	Unrestricted
Current Users:	Various total and partial immersion programs, FLES programs
Type of FL Program:	Immersion (total, partial, two-way), FLES
Intended Grade Level:	1-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Nancy Rhodes (immersion); Beverly Boyson, Hildegard Merkle, Nancy Rhodes, Lynn Thompson (FLES)
Publication Date:	1992, 1996
Test Cost:	none
Test Length:	10-15 minutes per pair of students
Test Materials:	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and storybook)
Test Format:	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a dollhouse.
Scoring Method:	Holistic: each student is rated for comprehension and fluency on a 6-point scale

Description: The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in German (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

Test Development and Technical Information: The immersion version of this test was developed to assess immersion students' speaking and listening proficiency at Woodland Elementary School in Oak Ridge, Tennessee. A preliminary FLES version was developed to assess FLES students' speaking and listening proficiency in Georgia Public Schools. Further field testing and revision are planned for 1997-98.

Parallel Versions in Other Languages: French, Japanese, Spanish

Contact Address:
Ms. Lynn Thompson
Research Assistant, FLET Division
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
(202) 429-9292
lynn@cal.org

HAITIAN-CREOLE

Haitian-Creole Assessment of Basic Education (HABE)

Availability:	Restricted
Current Users:	Cambridge Public Schools, MA
Type of FL Program:	Modified bilingual program
Intended Grade Level:	2, 4, 6
Intended Test Use:	Program evaluation
Skills Tested:	Reading, math
Test Author:	Teaching assistants, parents, and researchers working in test development teams
Publication Date:	1998 (anticipated)
Test Cost:	not reported
Test Length:	Two hours
Test Materials:	Examiner's manual and test batteries
Test Format:	Selected response
Scoring Method:	Number/percentage correct

Description: This group-administered assessment consists of a math comprehension and application battery and a reading vocabulary and comprehension battery. It is based on the California Test of Basic Skills (CTBS), published by McGraw Hill. It is hoped that this test can be used to assess student performance in reading and math in the students' home language, Haitian-Creole, and to allow a comparison of reading and math performance growth over time as measured in English. It will be given to students in the modified bilingual program at the Graham and Parks School in Cambridge.

Test Development and Technical Information: This assessment instrument is a prototype currently under development for use in Haitian-Creole modified bilingual programs. Teaching assistants, parents, and research team members are collaborating in adaptation workshops to develop these assessments, using the CTBS as a model. Field testing will take place in 1997, and it is hoped that copies of the test will be available to interested educators by 1998. Assessments for third, fifth, and seventh grade are planned for 1998.

Parallel Versions in Other Languages: Chinese, Korean, Portuguese

Contact Address:
Dr. Danielle Carrigo
Director, Field Initiated Bilingual Education Research (FIBER)
Cambridge Public Schools, Bilingual Department
159 Thorndike Street
Cambridge, MA 02144
(617) 349-6466
carrigda@hugse1.harvard.edu

National Australia Bank Language Certificates - Beginner's Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading and listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	30 minutes reading, 20 minutes listening
Test Materials:	Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, French, German, Italian, Japanese, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

Beginning Italian Course Examination

Availability:	Restricted
Current Users:	District of Columbia Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7-8
Intended Test Use:	Achievement (end-of-year test), placement
Skills Tested:	Speaking, listening, structure/usage (grammar, lexicon), reading comprehension, culture
Test Author:	District of Columbia foreign language teachers under the supervision of Dr. Marion Hines
Publication Date:	Revised 1993-94
Test Cost:	Not reported
Test Length:	Part A—variable (each student is interviewed). Part B—45 minutes
Test Materials:	Student booklet, teacher's manual, audio tape for listening section
Test Format:	Part A—question/answer. Part B—multiple choice
Scoring Method:	Part A (worth 25%)—number of errors subtracted from 25%. Part B (worth 75%)—number correct

Description: This beginning-level year-end course examination is designed to assess skills and content mastery. The test components include assessment of speaking and listening skills (50%), structure (40%), reading comprehension (5%), and culture (5%). In the District of Columbia Public Schools (DCPS), the beginning-level course covers the first half of the Level 1 course content when taken in middle school (Grade 7 or 8). Students earn one Carnegie unit only after successfully completing the second half of the course in Grade 8 or 9. The beginning-level course meets for 45 minutes, five days a week.

Test Development and Technical Information: The DCPS year-end examinations were conceptualized and edited by the foreign language curriculum director and written and edited by foreign language teachers, in response to teacher and principal requests for assessment. These criterion-referenced, discrete-point tests were originally published in 1983 and were revised in 1993-94. They are based on DCPS foreign language curriculum objectives. No technical information was reported.

Parallel Versions in Other Languages: French, German, Latin, Spanish

Contact Address:
Karin Cordell
Senior Assistant for Curriculum Renewal
District of Columbia Public Schools
20th and Evarts Streets, NE
Washington, DC 20018
(202) 576-7813

Italian Reading and Listening Test

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian sequential secondary (includes Grades 7-10) foreign language in which students have been studying a foreign language for 80 to 150 hours
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading, listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	1991-1993
Test Cost:	Test pack (10 reusable tests, score key, master to answer sheet) $20; teacher's manual $20; audio cassette tape $10; shipping is extra
Test Length:	30 minutes reading; 15-20 minutes listening
Test Materials:	Question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Individual assessment form for each section is tied to three levels of performance; scoring instructions and guide for diagnostics are provided in the teacher's guide

Description: This test was designed for Australian secondary school students who are in their second year of learning a language other than English. The teacher's manual explains how to use the diagnostic and profile descriptions of the test. The profile provides the teacher with a visual representation of the kinds of tasks the student can and cannot do as well as an estimate of the student's level of language performance. The main purposes of the test are to provide an estimate of the student's reading and/or listening skills, to assist in identifying each student's areas of strength and weakness, and to locate areas of strength and weakness in a class. Such analysis, supplemented by additional information teachers have about their students and program, can assist teachers in making decisions about their strategies for teaching listening and reading skills.

Test Development and Technical Information: The test was developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program that funded this test (and other language versions) was an initiative of the Australian Multicultural Foundation. The tests were developed to promote and encourage the learning of foreign languages in schools by providing an external certification. The test is based on the Australian Language Level Guidelines, but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. The materials were tested with a minimum of 1000 students.

Parallel Versions in Other Languages: French, German, Japanese, Modern Greek

Contact Address:
Customer Services
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
sales@acer.edu.au

Lingua Vocabulary Tests (LLEX)

Availability:	Not reported
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1994
Test Cost:	Not reported
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, French, Gallego, German, Spanish, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

National Australia Bank Language Certificates - Beginner's Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading and listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	30 minutes reading, 20 minutes listening
Test Materials:	Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, French, German, Indonesian, Japanese, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

New York State Second Language Proficiency Examination: Italian

Availability:	New York State public and non-public schools
Current Users:	New York State public and non-public schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, culture, listening, writing
Test Author:	Teacher consultants and State Education Department staff
Publication Date:	1988 (new exam published each June)
Test Cost:	Not reported
Test Length:	Informal speaking assessment—variable. Formal speaking assessment—4 tasks. Listening—20 items. Reading—10 items. Writing—2 notes of at least 12 words each and 8 items. 90 minutes
Test Materials:	Test booklet, answer sheets, scoring sheet for formal speaking test, scoring key
Test Format:	Listening and reading sections use multiple-choice items. Writing section uses notes and lists. Speaking section requires informal classroom evaluation and formal evaluation of performance on four tasks
Scoring Method:	Scored by teachers; a sample is then scored by State Education Department

Description: This examination tests all skill areas and is usually administered at the end of the school year to eighth graders who have completed two units of study. If students pass the examination they will earn one unit of high school credit in second language instruction. Test measures learning outcomes at "Checkpoint A" (high school Level 1) of the state syllabus.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, German, Latin, Spanish

Contact Address:
Ms. Mary W. Pillsworth
ESC Specialist
New York State Department of Education, Room 671 EBA
Albany, NY 12234

CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in Japanese. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into Japanese and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, Chinese, French, German, Russian, Spanish

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

Colorado Proficiency Sample Project (CPSP)

Availability:	Restricted
Current Users:	Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	4-12
Intended Test Use:	Diagnostic (proficiency, achievement), program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Evelyna Donnelly et al.
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Test booklets, audio tapes
Test Format:	Varies: multiple-choice, short answer, task completion
Scoring Method:	Varies with skill area. Speaking—use rubric to assign level. Writing—scored using rubric. Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project, whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: French, German, Russian, Spanish

Contact Address:
Dr. Evelyna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6757
FAX: (303) 830-0793

Fairfax County Adaptation of COPE: Japanese

Availability:	Unrestricted
Current Users:	Fairfax County Public Schools, VA
Type of FL Program:	Partial immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency
Skills Tested:	Speaking, listening
Test Author:	Nobuko Kochuba, Nobuyuki Sassa
Publication Date:	1994
Test Cost:	Not reported
Test Length:	20 minutes per pair of students
Test Materials:	One Fairfax County Adaptation of COPE Japanese rating scale per student, cue cards, manipulatives pertinent to the given situations, instructions for using the COPE, tape recorder, audio cassettes
Test Format:	Oral interview/role play
Scoring Method:	Holistic: student is assigned ratings for comprehension, fluency, vocabulary, and grammar (using the COPE-adapted ACTFL nine-point scale of junior novice: low, mid, high; junior intermediate: low, mid, high; junior advanced, junior advanced plus, superior)

Description: The Fairfax County, Virginia adaptation of the COPE for Japanese is essentially, in terms of purpose and procedures followed, identical to the original COPE (see COPE listing). Changes in cue card content were made to align it with the math, science, and health curriculum objectives of Fairfax County.

Test Development and Technical Information: This adaptation of the COPE was undertaken by Fairfax County's foreign language coordinator when it was found that the Japanese version of the COPE did not match their program needs. A new translation and adaptation of the COPE were undertaken by Fairfax Japanese teachers with permission of the authors of the original COPE. The adapted version is currently being used by Fairfax County in a partial immersion program. Some preliminary data have been collected.

Parallel Versions in Other Languages: Original COPE is available in Arabic, Chinese, French, German, Japanese, Russian, Spanish. A Fairfax County German adaptation is under development.

Contact Address:
Ms. Marty Abbott
Foreign Language Coordinator
Fairfax County Public Schools - Foreign Language Office
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, VA 22042
(703) 208-7724
FAX: (703) 207-7041
74553.211@compuserve.com

JAPANESE

Fairfax County Public Schools: Writing Rating Scale for Japanese

Availability:	Unrestricted
Current Users:	Japanese immersion teachers, Fairfax County, VA
Type of FL Program:	Partial immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency; end-of-year assessment
Skills Tested:	Writing
Test Author:	Nobuko Kochuba, Nobuyuki Sassa, Yoko Kanagae, Miwako Hisagi
Publication Date:	1994
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Writing rating scale for each student
Test Format:	Rating scale used for rating short writing sample
Scoring Method:	Holistic: student writing sample is assigned a rating according to detailed level descriptions

Description: This rating scale is used to rate writing samples of students in a Japanese partial immersion program. The teacher selects the topic or picture prompt for students—something they have been studying in class. The students then complete their writing sample by following the Fairfax County writing process. The writing samples are collected, then assessed by Fairfax County foreign language office staff by comparing them to detailed descriptions of each level (junior novice: low, mid, high; junior intermediate: low, mid, high; junior advanced, junior advanced plus; superior). The level descriptions were adapted from the COPE rating scale.

Test Development and Technical Information: The rating scale was adapted from the COPE in 1993-94 and is currently being used by Fairfax County Japanese immersion teachers under the supervision of the foreign language coordinator, Marty Abbott. The writing rating scale was reviewed by Dr. Harold Chu. George Mason University.

Parallel Versions in Other Languages: French, Spanish; German version under development

Contact Address:
Ms. Marty Abbott
Foreign Language Coordinator
Fairfax County Public Schools - Foreign Language Office
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, VA 22042
(703) 208-7724
FAX: (703) 207-7041
74553.211@compuserve.com

JAPANESE

Immersion Oral Language Video Interview

Availability:	Restricted
Current Users:	Portland Public Schools, OR
Type of FL Program:	Immersion
Intended Grade Level:	K-4
Intended Test Use:	Oral proficiency
Skills Tested:	Listening, speaking
Test Author:	Adapted from the Spanish version by Deanne Balzer and Mary Bastiani
Publication Date:	1991
Test Cost:	Variable
Test Length:	Varies from 8 to 20 minutes depending on grade level
Test Materials:	Questions, two "press-and-peel" pictures, blank video tapes, two camcorders
Test Format:	Question/answer
Scoring Method:	Holistic

Description: For this oral language videotaped interview, the interviewer asks the student questions about two "press-and-peel" pictures (one of a school and school yard, the other of a home scene). Interviews are recorded using two camcorders. As with the oral interview procedure developed by the American Council on the Teaching of Foreign Languages (ACTFL OPI), there are warm-up questions and exit questions if the student shows frustration.

Test Development and Technical Information: Test questions were based on research done by Stephen Krashen and Tracy Terrell on children's stages of language acquisition. This test is used to track students' progress through the stages of language acquisition: pre-production, early production, speech emergence, intermediate fluency, and fluency. This has been an ongoing process over several years with changes or additions to questions and pictures as necessary. For additional information on the ACTFL OPI, see Byrnes, H., Child, J., Levinson, N., Lowe Jr., P., Makino, S., Thompson, I., Walton, A.R. (1986). ACTFL Proficiency Guidelines. In H. Byrnes & M. Canale (Eds.), *Defining and developing proficiency: Guidelines, implementations, and concepts.* Yonkers, NY: American Council on the Teaching of Foreign Languages.

Parallel Versions in Other Languages: Spanish (included in this bibliography) and Spanish FLES adaptation (not included in this bibliography)

Contact Address:
Ms. Deanne Balzer
Portland Public Schools, Richmond Elementary School
2276 South East 41st Street
Portland, OR 97214
(503) 280-7802

Japanese Beginning Level Test

Availability:	Unrestricted
Current Users:	Three participating schools in Broward County, Florida
Type of FL Program:	FLES
Intended Grade Level:	1-5
Intended Test Use:	Achievement
Skills Tested:	Listening, reading, culture
Test Author:	Broward County Public Schools, Florida
Publication Date:	9/31/98
Test Cost:	None
Test Length:	1 or 2 class periods
Test Materials:	Teacher manual, student booklet, an answer sheet
Test Format:	Selected response
Scoring Method:	Number/percentage correct

Description: This group-administered Japanese test is used as a pre- and post-test to measure student achievement in the Broward County Elementary Japanese Program. The assessment instrument is based on volume I of the beginning Japanese curriculum (elementary). The test has two components. Part I consists of 50 multiple choice items (students select the most appropriate picture). Part II consists of 10 cultural items (students select most appropriate written choice to complete prompt).

Test Development and Technical Information: This test is currently being field tested on a pre/post basis by Project TOMODACHI, Friends Through Languages, an ESEA Title VII Foreign Language Assistance Program grant, with Grade 1-5 students at three participating elementary schools. A final version of the test should be available in 1998.

Parallel Versions in Other Languages: Haitian Creole version under development; available in 1998.

Contact Address:
Ms. Vilma Diaz
Director, Multicultural/Foreign Language/ESOL Education Department
Broward County Public Schools
1441 South Federal Highway
Fort Lauderdale, FL 33316
(954) 765-6680

Japanese Oral Language Interview

Availability:	Not available yet
Current Users:	Test authors
Type of FL Program:	Immersion
Intended Grade Level:	K-6
Intended Test Use:	Placement, proficiency, research, program evaluation
Skills Tested:	Listening, speaking
Test Author:	Hiroko Kataoka, Kathie Carpenter, Noriko Fujii
Publication Date:	In progress
Test Cost:	Not reported
Test Length:	Six sub-tests with a varying number of items
Test Materials:	Pictures, realia
Test Format:	Not reported
Scoring Method:	Holistic and eventually in conjunction with a rating scale

Description: In this oral interview procedure, two testers interview one child, while the entire session is videotaped. Initial instructions are given in English to create rapport, lessen anxiety, and make sure what is expected is clear. The interview consists of six parts. Part 1, the "toybox," contains the warm up and checks for comprehension of questions, commands, and production of simple sentences. In part 2, the tester engages the child in naturalistic conversation on topics relating to self to verify his/her ability to use Japanese in a naturalistic, appropriate context. Part 3, the "info gap," solicits the exchange of information by requiring the tester and child to compare and contrast (without looking) each others' pictures (one of home and one of family). In part 4, descriptions, comparison/contrast, abstract topics, academic talk, and content are elicited through use of pictures arranged in groups of four (choose which of these things doesn't belong with the others). Storytelling is used in part 5 to elicit extended narrative. Finally, in part 6, two hand puppets are used to check for role/register variation, academic talk, and content by having the puppets act out scenes in a Japanese class and talking with a new kid in school.

Test Development and Technical Information: This interview procedure was developed by Hiroko Kataoka to provide a pragmatically appropriate communicative context to reliably elicit longer and varied kinds of Japanese in a consistent context so results from different children would be comparable, and to tap children's ability to discuss academic content in Japanese. Schools interested in helping pilot the instrument should contact Hiroko Kataoka. Technical information is not available yet. For more information, see Carpenter, K. et al. (1995). An oral interview procedure for assessing second language abilities in children. *Language Testing, 12*(2), 97-115.

Parallel Versions in Other Languages: not yet

Contact Address:
Dr. Hiroko Kataoka
Associate Professor
University of Oregon
Department of Linguistics
Eugene, OR 97403
(503) 346-4014
kataoka@oregon.uoregon.edu

JAPANESE

Japanese Reading and Listening Test

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian sequential secondary (includes Grades 7-10) foreign language in which students have been studying a foreign language for 80 to 150 hours
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading, listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	1991-1993
Test Cost:	Test pack (10 reusable tests, score key, master to answer sheet) $20; teacher's manual $20; audio cassette tape $10; shipping is extra
Test Length:	30 minutes reading; 15-20 minutes listening
Test Materials:	Question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Individual assessment form for each section is tied to three levels of performance; scoring instructions and guide for diagnostics are provided in the teacher's guide

Description: This test was designed for Australian secondary school students who are in their second year of learning a language other than English. The teacher's manual explains how to use the diagnostic and profile descriptions of the test. The profile provides the teacher with a visual representation of the kinds of tasks the student can and cannot do as well as an estimate of the student's level of language performance. The main purposes of the test are to provide an estimate of the student's reading and/or listening skills, to assist in identifying each student's areas of strength and weakness, and to locate areas of strength and weakness in a class. Such analysis, supplemented by additional information teachers have about their students and program, can assist teachers in making decisions about their strategies for teaching listening and reading skills.

Test Development and Technical Information: The test was developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program that funded this test (and other language versions) was an initiative of the Australian Multicultural Foundation. The tests were developed to promote and encourage the learning of foreign languages in schools by providing an external certification. The test is based on the Australian Language Level Guidelines, but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. The materials were tested with a minimum of 1000 students.

Parallel Versions in Other Languages: French, German, Italian, Modern Greek

Contact Address:
Customer Services
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
sales@acer.edu.au

MCPS Japanese Tests: Grades 3-6

Availability:	Unrestricted (to appear in ERIC database)
Current Users:	Pilot tested by Montgomery County Public Schools, MD; other users unknown
Type of FL Program:	FLES
Intended Grade Level:	3-6
Intended Test Use:	Achievement
Skills Tested:	Listening, recognition of 50 kanji (characters), word recognition in Hiragana/Katagana
Test Author:	Montgomery County Public School Japanese teachers with Karen Willetts (Project Associate) and Dr. Myriam Met (Project Director)
Publication Date:	1993
Test Cost:	Contact the ERIC Document Reproduction Service (1-800-443-3742)
Test Length:	Variable for each of the 16 unit tests per grade level. Listening items—10-15 minutes. Reading items—up to 10 characters. Writing items—up to 10 characters per unit test.
Test Materials:	Teacher's script (in Japanese and English, with interlinear Romaaji), student answer sheets, end-of-year oral proficiency test score sheet with testing explanations
Test Format:	Listening—multiple-choice based on pictures. Reading—matching pictures. Writing—production of characters.
Scoring Method:	Number correct

Description: At the end of each of the 16 thematic units of study (e.g., community, family, numbers, shopping) students are tested on their listening comprehension and mastery of recognition and production of selected characters (kanji). The tests are criterion referenced and correspond to a complete guide for the MCPS content-based sequential FLES program in Grades 3-6. Tests were designed for FLES students who study the language for 25-30 minutes daily.

Test Development and Technical Information: The tests were developed during a pilot FLES program in MCPS under a Title VI grant for curriculum development from the U.S. Department of Education (1990-93). MCPS Japanese FLES teachers piloted these tests with their students and revisions were made accordingly. End of year tests for Grades 3-5 were administered and scored by the MCPS Department of Educational Accountability. (The Grade 6 Japanese test was not piloted because funds were cut.)

Parallel Versions in Other Languages: Chinese

Contact Address:
Dr. Myriam Met
Foreign Language Coordinator
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3911

Mimosa Elementary School Japanese (Kindergarten through Grade 3) Program Quarter Report

Availability:	Contact Lynne McClendon
Current Users:	Mimosa Elementary School, Fulton County, GA
Type of FL Program:	FLES (30 minutes, 5 times a week)
Intended Grade Level:	K-3
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking, writing
Test Author:	Eriko Yoshioka (K), Noriko Maeda (1), Azusa Uchihara (2), Keiko Yoshikawa (3), Yuki Nakajima (4)
Publication Date:	Revised yearly since 1993
Test Cost:	Contact Lynne McClendon
Test Length:	Varies
Test Materials:	One report per child
Test Format:	Checklist
Scoring Method:	Students are assigned a rating of satisfactory, improving, or needs improvement on their Japanese learning skills and classroom participation

Description: This assessment consists of three checklists per grade, which include both language objectives and classroom behavior objectives. Students are assigned a rating for each objective. In addition, the report includes a brief summary/description of the Japanese program contents for each level. It provides the teacher, students, and parents with an assessment of students' abilities at the end of each quarter.

Test Development and Technical Information: The checklists, developed by the Mimosa Japanese teachers in conjunction with Lynne McClendon, Foreign Language Coordinator for Fulton County, are designed to show parents how their children are progressing in the language in a relatively new FLES program. A report for Grade 4 is under development.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Lynne McClendon
Foreign Language Coordinator
Fulton County Public Schools
786 Cleveland Avenue SW
Atlanta, GA 30315
(404) 763-6797

JAPANESE

National Australia Bank Language Certificates - Beginner's Level

Availability: Unrestricted
Current Users: Second language teachers in Australia
Type of FL Program: Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level: 8-10
Intended Test Use: Proficiency, diagnostic
Skills Tested: Reading and listening comprehension
Test Author: Australian Council for Educational Research and language specialist staff
Publication Date: New version each year - available in August
Test Cost: Registration is $5 per student; shipping is extra
Test Length: 30 minutes reading, 20 minutes listening
Test Materials: Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format: Multiple choice
Scoring Method: Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, French, German, Indonesian, Italian, Modern Greek

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

JAPANESE

National Australia Bank Language Certificates - First Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	5-7
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	20 minutes listening
Test Materials:	Answer sheet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The first Certificate is a listening assessment for students who have been learning Japanese for a minimum of 50 hours. Students take part in a set of listening tasks which are pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 9-12 year olds. Topics could include, for example, simple greetings, food, numbers, colors, classroom objects, classroom instructions, days, and months. The answers in a multiple choice format are pictures, words or sentences in English. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands" and teachers receive a comprehensive report which provides information on the reading and listening band (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, graphic displays indicating the relative difficulties of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to fill the need to encourage students in their language study by providing an external certification to promote and encourage the learning of foreign languages in schools. The test was based on the Australian Language Level Guidelines, but was not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of learning a foreign language. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: None

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

JAPANESE

Performance Assessment for Japanese

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1993 (updated periodically)
Test Cost:	Varies
Test Length:	Listening (18 minutes)—20 items. Reading (30 minutes)—34 items (novice through advanced), 40 items (intermediate through advanced). Speaking (10-30 minutes)—multiple prompts. Writing (20-30 minutes)—multiple prompts
Test Materials:	Student test booklets, master tapes, scantron answer sheets for listening and reading comprehension
Test Format:	Prompts that require written response
Scoring Method:	Holistic

Description: This is a competency test in multiple modalities (skill areas) and is comparable to versions of the test in other languages. It is not textbook or program specific. The test is being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in the Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: Chinese, French, German, Russian, Spanish

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

Prochievement Interview Procedure: Japanese

Availability:	Unrestricted
Current Users:	Falk School Japanese Program, Pittsburgh, PA
Type of FL Program:	FLES
Intended Grade Level:	K-5
Intended Test Use:	Program evaluation
Skills Tested:	Speaking, listening
Test Author:	Richard Donato et al.
Publication Date:	1993 (revised in 1994)
Test Cost:	Available at cost
Test Length:	10-20 minutes
Test Materials:	Student observation form, interview protocol
Test Format:	Question/answer
Scoring Method:	Assigned global rating by interviewer and observer using the ACTFL oral proficiency scale. In addition, the teacher rates the language ability of all of the children individually using a five-point scale adapted from the SOLOM.

Description: Students are interviewed by a native speaker of Japanese using a standard protocol in which a variety of prompts are used to check comprehension and elicit production about familiar topics introduced during the school year. The interview sessions are tape-recorded. Students are also rated by an observer. The students are assigned two ratings: a global rating based on the ACTFL oral proficiency scale for Japanese (both interviewer and observer) and a rating by the teacher on a set of five scales for comprehension, fluency, vocabulary, pronunciation, and grammar.

Test Development and Technical Information: The interview procedure was developed in order to evaluate an experimental Japanese FLES program. It was, therefore, piloted on several students not included in the study to ensure that tasks and topics were fair and would yield a ratable sample. This instrument was used in conjunction with four other instruments cited in this bibliography: JFL Teacher Questionnaire: Japanese Program; Language and Culture Questionnaire: Japanese; Parent Questionnaire: Japanese Program; and Teacher Questionnaire: Attitudes Towards the Japanese Program. For more information about this instrument and other instruments developed for the Falk School Japanese Program, see: Donato, R., Antonek, J.L., & Tucker, G.R. (1994). A multiple perspectives analysis of a Japanese FLES program. *Foreign Language Annals, 27*(3), 365-390.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Richard Donato
Associate Professor of Foreign Language Education
Department of Instruction and Learning
University of Pittsburgh
4H33 Forbes Quad
Pittsburgh, PA 15260
(412) 624-7248
donato@vms.cis.pitt.edu

Student Oral Proficiency Assessment (SOPA)

Availability:	Unrestricted
Current Users:	Various total and partial immersion programs, FLES programs
Type of FL Program:	Immersion (total, partial, two-way), FLES
Intended Grade Level:	1-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Nancy Rhodes (immersion); Beverly Boyson, Kei Gilbert, Nancy Rhodes, Lynn Thompson (FLES)
Publication Date:	1992, 1996
Test Cost:	none
Test Length:	10-15 minutes per pair of students
Test Materials:	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and storybook)
Test Format:	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a dollhouse.
Scoring Method:	Holistic: each student is rated for comprehension and fluency on a 6-point scale

Description: The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in Japanese (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

Test Development and Technical Information: The immersion version of this test was developed to assess immersion students' speaking and listening proficiency at Woodland Elementary School in Oak Ridge, Tennessee. A preliminary FLES version was developed to assess FLES students' speaking and listening proficiency in Georgia Public Schools. Further field testing and revision are planned for 1997-98.

Parallel Versions in Other Languages: French, German, Spanish

Contact Address:
Ms. Lynn Thompson
Research Assistant, FLET Division
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
(202) 429-9292
lynn@cal.org

Korean Assessment of Basic Education (KABE)

Availability:	Restricted
Current Users:	Cambridge Public Schools, MA
Type of FL Program:	Modified bilingual program
Intended Grade Level:	2, 4, 6
Intended Test Use:	Program evaluation
Skills Tested:	Reading, math
Test Author:	Teaching assistants, parents, and researchers working in test development teams
Publication Date:	1998 (anticipated)
Test Cost:	not reported
Test Length:	Two hours
Test Materials:	Examiner's manual and test batteries
Test Format:	Selected response
Scoring Method:	Number/percentage correct

Description: This group-administered assessment consists of a math comprehension and application battery and a reading vocabulary and comprehension battery. It is based on the California Test of Basic Skills (CTBS), published by McGraw Hill. It is hoped that this test can be used to assess student performance in reading and math in the students' home language, Korean, and to allow a comparison of reading and math performance growth over time as measured in English. It will be given to students in the modified bilingual program at the Morse School in Cambridge.

Test Development and Technical Information: This assessment instrument is a prototype currently under development for use in Korean modified bilingual programs. Teaching assistants, parents, and research team members are collaborating in adaptation workshops to develop these assessments, using the CTBS as a model. Field testing will take place in 1997, and it is hoped that copies of the test will be available to interested educators by 1998. Assessments for third, fifth, and seventh grade are planned for 1998.

Parallel Versions in Other Languages: Chinese, Haitian-Creole, Portuguese

Contact Address:
Dr. Danielle Carrigo
Director, Field Initiated Bilingual Education Research (FIBER)
Cambridge Public Schools, Bilingual Department
159 Thorndike Street
Cambridge, MA 02144
(617) 349-6466
carrigda@hugse1.harvard.edu

KOREAN

Korean Tests for the Los Angeles Korean/English Two-Way Immersion Program (KETWIP)

Availability:	Similar programs
Current Users:	UCLA evaluation team
Type of FL Program:	Two-way immersion
Intended Grade Level:	K-2
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Speaking, reading, writing
Test Author:	Jung Ok Bae and the UCLA KETWIP evaluation team
Publication Date:	Pending
Test Cost:	Not reported
Test Length:	20-minute oral interview; 50 minutes each for reading and writing tests
Test Materials:	Student test booklets, instruction booklet for test administrators, interview tapes, transcriptions of oral interview data, specifications for tests
Test Format:	Not reported
Scoring Method:	Reading—number correct. Writing/speaking—componential rating

Description: These oral and written Korean assessments are performance-based tests that draw on the standard Los Angeles Unified School District curriculum. The tests are currently being developed/piloted in a two-way immersion program in Los Angeles. The tests consist of a face-to-face oral interview and written tests (writing and reading).

Test Development and Technical Information: These tests are the result of a collaborative effort between Los Angeles school officials and teachers and the UCLA evaluation team (Dr. Russell Campbell, Dr. Lyle Bachman) and a graduate student at UCLA (Ms. Jung Ok Bae). Technical information is forthcoming.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Russell Campbell
Professor
University of California, Los Angeles
Language Resource Program
236 Kinsey Hall
405 Hilgard Avenue
Los Angeles, CA 90024-1411
(310) 825-2510
campruss@humnet.ucla.edu

Beginning Latin Course Examination

Availability:	Restricted
Current Users:	District of Columbia Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7-8
Intended Test Use:	Achievement (end-of-year test), placement
Skills Tested:	Speaking, listening, structure/usage (grammar, lexicon), reading comprehension, culture
Test Author:	District of Columbia foreign language teachers under the supervision of Dr. Marion Hines
Publication Date:	Revised 1993-94
Test Cost:	Not reported
Test Length:	Part A—variable (each student is interviewed). Part B—45 minutes
Test Materials:	Student booklet, teacher's manual, audio tape for listening section
Test Format:	Part A—question/answer. Part B—multiple choice
Scoring Method:	Part A (worth 25%)—number of errors subtracted from 25%. Part B (worth 75%)—number correct

Description: This beginning-level year-end course examination is designed to assess skills and content mastery. The test components include assessment of speaking and listening skills (50%), structure (40%), reading comprehension (5%), and culture (5%). In the District of Columbia Public Schools (DCPS), the beginning-level course covers the first half of the Level 1 course content when taken in middle school (Grade 7 or 8). Students earn one Carnegie unit only after successfully completing the second half of the course in Grade 8 or 9. The beginning-level course meets for 45 minutes, five days a week.

Test Development and Technical Information: The DCPS year-end examinations were conceptualized and edited by the foreign language curriculum director and written and edited by foreign language teachers, in response to teacher and principal requests for assessment. These criterion-referenced, discrete-point tests were originally published in 1983 and were revised in 1993-94. They are based on DCPS foreign language curriculum objectives. No technical information was reported.

Parallel Versions in Other Languages: French, German, Italian, Spanish

Contact Address:
Dr. Marion E. Hines
Curriculum Director, Foreign Languages
District of Columbia Public Schools
20th and Evarts Streets, NE
Washington, DC 20018
(202) 576-7813

New York State Second Language Proficiency Examination: Latin

Availability:	New York State public and non-public schools
Current Users:	New York State public and non-public schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, culture, listening, writing
Test Author:	Teacher consultants and State Education Department staff
Publication Date:	1988 (new exam published each June)
Test Cost:	Not reported
Test Length:	Listening/writing (dictation)—15 minutes. Oral skills/speaking—7 minutes per student. Reading—28 items. Language skills—20 items. Culture—20 items. 90 minutes
Test Materials:	Test booklet, answer sheets, scoring sheet for formal speaking test, scoring key
Test Format:	The listening skills and reading sections use mostly multiple-choice items. The writing section uses dictation. The speaking section requires informal classroom and formal evaluation of performance.
Scoring Method:	Scored by teacher; then a sample is scored by State Education Department staff

Description: This examination tests all skill areas and is usually administered at the end of the school year to eighth graders who have completed two units of study. If students pass the examination they will earn one unit of high school credit in second language instruction. Test measures learning outcomes at "Checkpoint A" (high school Level 1) of the state syllabus.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, German, Italian, Spanish

Contact Address:
Ms. Mary W. Pillsworth
ESC Specialist
New York State Department of Education, Room 671 EBA
Albany, NY 12234

MODERN GREEK

Modern Greek Reading and Listening Test

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian sequential secondary (includes Grades 7-10) foreign language in which students have been studying a foreign language for 80 to 150 hours
Intended Grade Level:	7-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading, listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	1991-1993
Test Cost:	Test pack (10 reusable tests, score key, master to answer sheet) $20; teacher's manual $20; audio cassette tape $10; shipping is extra
Test Length:	30 minutes reading; 15-20 minutes listening
Test Materials:	Question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Individual assessment form for each section is tied to three levels of performance; scoring instructions and guide for diagnostics are provided in the teacher's guide

Description: This test was designed for Australian secondary school students who are in their second year of learning a language other than English. The teacher's manual explains how to use the diagnostic and profile descriptions of the test. The profile provides the teacher with a visual representation of the kinds of tasks the student can and cannot do as well as an estimate of the student's level of language performance. The main purposes of the test are to provide an estimate of the student's reading and/or listening skills, to assist in identifying each student's areas of strength and weakness, and to locate areas of strength and weakness in a class. Such analysis, supplemented by additional information teachers have about their students and program, can assist teachers in making decisions about their strategies for teaching listening and reading skills.

Test Development and Technical Information: The test was developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program that funded this test (and other language versions) was an initiative of the Australian Multicultural Foundation. The tests were developed to promote and encourage the learning of foreign languages in schools by providing an external certification. The test is based on the Australian Language Level Guidelines, but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. The materials were tested with a minimum of 1000 students.

Parallel Versions in Other Languages: French, German, Italian, Japanese

Contact Address:
Customer Services
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
sales@acer.edu.au

MODERN GREEK

National Australia Bank Language Certificates - Beginner's Level

Availability:	Unrestricted
Current Users:	Second language teachers in Australia
Type of FL Program:	Australian secondary school sequential: for students with 80 to 200 hours of foreign language study
Intended Grade Level:	8-10
Intended Test Use:	Proficiency, diagnostic
Skills Tested:	Reading and listening comprehension
Test Author:	Australian Council for Educational Research and language specialist staff
Publication Date:	New version each year - available in August
Test Cost:	Registration is $5 per student; shipping is extra
Test Length:	30 minutes reading, 20 minutes listening
Test Materials:	Answer sheet, question booklet, audio cassette tape, teacher's manual
Test Format:	Multiple choice
Scoring Method:	Tests are scored by the Australian Council for Educational Research. A certificate is prepared for each student describing his or her level of performance in reading and listening. Teachers receive a comprehensive report of their students' test performance.

Description: The Beginner's Level reading and listening comprehension assessment is for students who have been learning a language for 80 to 200 hours. Students are usually in their second year of foreign language study. The tests are designed in such a way that most students experience a degree of success, but there are items that challenge the more advanced students. Students take part in reading and listening comprehension tasks. The set of listening tasks is pre-recorded on an audio cassette tape with appropriate introductions and pauses. The tasks are made up of realistic situations suitable for 12-15-year-olds. All materials are trial tested in schools prior to inclusion in the program. The teacher's manual guides teachers in the administration of the tasks. Students receive personalized certificates describing their level of test performance in terms of "bands." Teachers receive a comprehensive report that provides information on the reading and listening bands (1, 2, or 3) achieved by each student, a list of items answered incorrectly by each student, the percentage of the school's participants achieving each band, and graphic displays indicating the relative difficulty of items on the papers and answer keys.

Test Development and Technical Information: All tests are developed by staff from the Australian Council for Educational Research in conjunction with language experts and teachers. The program is an initiative of the Australian Multicultural Foundation. The tests were developed to promote foreign langauge learning and to encourage students in their language study by providing an external certification. The test is based on the Australian Language Level Guidelines but is not tied to a particular curriculum or text. The topics and language used are what language experts and classroom teachers judge to be appropriate for students in their early years of foreign language study. These tests are administered widely in Australia and new materials are developed each year.

Parallel Versions in Other Languages: Chinese, French, German, Indonesian, Italian, Japanese

Contact Address:
Dr. Susan Zammit
The Australian Council for Educational Research
Private Bag 55
Camberwell, Victoria, Australia 3124
61 3 9277 5555
FAX: 61 3 9277 5678
zammit@acer.edu.au

Alchíní Bizaad [Children's Language] Comprehension Test of Navajo and English (ABC Test)

Availability:	Not available yet
Current Users:	Pilot version is being used by three school districts in Arizona
Type of FL Program:	Not dependent on program, although dual language programs are growing
Intended Grade Level:	K-1
Intended Test Use:	Placement
Skills Tested:	Listening
Test Author:	Julia Roberts, Herbert Frazier, Julia Johnson, Ann Beck, Frances Butler, Ray Vernon, Mary McGroarty, et al.
Publication Date:	1993—still not in final form
Test Cost:	Schools will need to assemble their own diorama from instructions ($200-$300 for materials)
Test Length:	15-20 minutes
Test Materials:	Diorama with some moveable and some stationary articles and small toys, teacher script, student score sheet for each student
Test Format:	Commands, instructions
Scoring Method:	Number correct; some items are assigned more points than others

Description: This test is used to measure Navajo language ability in a non-threatening manner. The test consists of a diorama, which is a miniature representation of a traditional Navajo homesite. The diorama includes a hooghan, a shade house, a sheep corral and a horse corral, livestock figures, and various items that might be found around the home. Children are asked to point to vocabulary items and to move objects from one location to the other in response to oral commands from the tester. It is not necessary for them to speak to the tester. The concepts tested include vocabulary knowledge (14 items), dimensional adjectives (6 items) and quantification terms (2 items), and locational directives (12 items), all of which are considered important for early success in school.

Test Development and Technical Information: In 1989, Julia Roberts, an ESL coordinator at the Kayenta Primary School, organized a task force of educators and language specialists from around the Navajo Nation to develop a way to measure the language ability of first-time students, kindergartners and first graders, upon their entrance to school. The first version of the test was piloted in 1990. The test was revised and then tried out at numerous other schools in the Navajo Nation. After each piloting, the test was revised based on comments from the testers. This test is now being investigated in a dissertation by Ann Beck. See also: McGroarty, M., Beck, A., & Butler, F. (1995). Policy issues in assessing indigenous languages: A Navajo case. *Applied Linguistics, 16,* 3.

Parallel Versions in Other Languages: English (tests the same concepts but uses different vocabulary items and different props)

Contact Address:
Dr. Mary McGroarty
Associate Professor
Northern Arizona University
Box 6032
Flagstaff, AZ 86011
(602) 520-6273 or (602) 523-6596

PALAUAN

Palauan Oral Language Proficiency Test

Availability:	Restricted. To be administered by person with native proficiency; secure test; to be used or supervised by qualified evaluation and assessment professionals
Current Users:	Micronesian Language Institute; Guam Department of Education; University of Guam Graduate School
Type of FL Program:	Language Research Institute
Intended Grade Level:	K-4, 5-8, 9-12
Intended Test Use:	Achievement, proficiency, placement, program evaluation, disability screening
Skills Tested:	Listening, speaking
Test Author:	Coulter, P., Spencer, M.L., Sbal-Tkel, D.
Publication Date:	1992
Test Cost:	Test kit: $218 + shipping; technical manual: $20 + shipping
Test Length:	15-30 minutes
Test Materials:	Picture booklet, examiner's manual, tape-recorded item delivery; technical manual sold separately
Test Format:	Discrete point, picture naming and identification, question formation, story retelling
Scoring Method:	Holistic for story retelling, number/percentage correct for other 3 subscales. All subscales are weighted for a total score. Total score may be converted to one of three proficiency levels.

Description: This oral proficiency test is individually administered. Separate test kits are used for Grades K-4, 5-8, and 9-12. Students are asked to name picture vocabulary, select pictures in response to oral sentence prompts, formulate questions based on picture prompts, and retell a story with the aid of picture prompts, after hearing it once. These instruments may be used to determine if a native speaker of Palauan understands and speaks Palauan within a normal range of proficiency or to monitor the development of oral proficiency in students acquiring Palauan as a second language.

Test Development and Technical Information: This test was field tested with native speakers (50 for K-4, 50 for 5-8, and 50 for 9-12) aged 5-20, in the Republic of Palau in 1992. Items for each section were formulated by one or more indigenous language experts with age-specific appropriateness in mind. Twice as many items were created for the pilot test as were selected for the final version. Original drawings were created by graphic artists according to the specifications of the indigenous language experts. Items chosen for the final form possessed empirical evidence of the relatively high success by normal children with native language proficiency in the target language. The test was also shown to aid in the identification of students not performing at age-appropriate levels in Palauan. Conversely, test results provide evidence to reject notions of language handicaps in non-English-speaking students who score well. This instrument was developed in collaboration with the Guam Department of Education. The format is parallel to the short form of the Language Assessment Scales by De Avila and Duncan (see the description of the LAS in the commercial tests section of this publication). However, the items are not translations of the LAS. Items and illustrations are all original. They were developed to reflect cultural and contextual relevance of Palauan. A validation study was conducted in the Republic of Palau to determine appropriate content of the test. Statistical data are described in the technical manual.

Parallel Versions in Other Languages: Chuukese (Lagoon), Pohnpeian, Tagalog

Contact Address:
Dr. Mary Spencer
Director, Full Professor, Psychology
Micronesian Language Institute
University of Guam
Mangilao, Guam 96923
(671) 735-2193
FAX: (671) 734-0143
mspencer@uog.edu

POHNPEIAN

Pohnpeian Oral Language Proficiency Test

Availability:	Restricted. To be administered by person with native proficiency; secure test; to be used or supervised by qualified evaluation and assessment professionals
Current Users:	Micronesian Language Institute; Guam Department of Education; University of Guam Graduate School
Type of FL Program:	Language Research Institute
Intended Grade Level:	K-4, 5-8, 9-12
Intended Test Use:	Achievement, proficiency, placement, program evaluation, disability screening
Skills Tested:	Listening, speaking
Test Author:	Coulter, P., Spencer, M.L., Joseph, E., William, A.
Publication Date:	1992
Test Cost:	Test kit: $218 + shipping; technical manual: $20 + shipping
Test Length:	15-30 minutes
Test Materials:	Picture booklet, examiner's manual, tape-recorded item delivery; technical manual sold separately
Test Format:	Discrete point, picture naming and identification, question formation, story retelling
Scoring Method:	Holistic for story retelling, number/percentage correct for other 3 subscales. All subscales are weighted for a total score. Total score may be converted to one of three proficiency levels.

Description: This oral proficiency test is individually administered. Separate test kits are used for Grades K-4, 5-8, and 9-12. Students are asked to name picture vocabulary, select pictures in response to oral sentence prompts, formulate questions based on picture prompts, and retell a story with the aid of picture prompts, after hearing it once. These instruments may be used to determine if a native speaker of Pohnpeian understands and speaks Pohnpeian within a normal range of proficiency or to monitor the development of oral proficiency in students acquiring Pohnpeian as a second language.

Test Development and Technical Information: This test was field tested with native speakers (50 for K-4, 50 for 5-8, and 50 for 9-12) aged 5-20, in Pohnpei Island, Pohnpei State, Federated States of Micronesia in 1992. Items for each section were formulated by one or more indigenous language experts with age-specific appropriateness in mind. Twice as many items were created for the pilot test as were selected for the final version. Original drawings were created by graphic artists according to the specifications of the indigenous language experts. Items chosen for the final form possessed empirical evidence of the relatively high success by normal children with native language proficiency in the target language. The test was also shown to aid in the identification of students not performing at age-appropriate levels in Pohnpeian. Conversely, test results provide evidence to reject notions of language handicaps in non-English-speaking students who score well. This instrument was developed in collaboration with the Guam Department of Education. The format is parallel to the short form of the Language Assessment Scales by De Avila and Duncan (see the description of the LAS in the commercial tests section of this publication). However, the items are not translations of the LAS. Items and illustrations are all original. They were developed to reflect cultural and contextual relevance of Pohnpeian. A validation study was conducted in Pohnpei Island to determine appropriate content of the test. Statistical data are described in the technical manual.

Parallel Versions in Other Languages: Chuukese (Lagoon), Palauan, Tagalog

Contact Address:
Dr. Mary Spencer
Director, Full Professor, Psychology
Micronesian Language Institute
University of Guam
Mangilao, Guam 96923
(671) 735-2193 FAX: (671) 734-0143
mspencer@uog.edu

Portuguese Assessment of Basic Education (PABE)

Availability: Restricted
Current Users: Cambridge Public Schools, MA
Type of FL Program: Modified bilingual program
Intended Grade Level: 2, 4, 6
Intended Test Use: Program evaluation
Skills Tested: Reading, math
Test Author: Teaching assistants, parents, and researchers working in test development teams
Publication Date: 1998 (anticipated)
Test Cost: not reported
Test Length: Two hours
Test Materials: Examiner's manual and test batteries
Test Format: Selected response
Scoring Method: Number/percentage correct

Description: This group-administered assessment consists of a math comprehension and application battery and a reading vocabulary and comprehension battery. It is based on the California Test of Basic Skills (CTBS), published by McGraw Hill. It is hoped that this test can be used to assess student performance in reading and math in the students' home language, Portuguese, and to allow a comparison of reading and math performance growth over time as measured in English. It will be given to students in the modified bilingual program at the Harrington School in Cambridge.

Test Development and Technical Information: This assessment instrument is a prototype currently under development for use in Portuguese modified bilingual programs. Teaching assistants, parents, and research team members are collaborating in adaptation workshops to develop these assessments, using the CTBS as a model. Field testing will take place in 1997, and it is hoped that copies of the test will be available to interested educators by 1998. Assessments for third, fifth, and seventh grade are planned for 1998.

Parallel Versions in Other Languages: Chinese, Haitian Creole, Korean

Contact Address:
Dr. Danielle Carrigo
Director, Field Initiated Bilingual Education Research (FIBER)
Cambridge Public Schools, Bilingual Department
159 Thorndike Street
Cambridge, MA 02144
(617) 349-6466
carrigda@hugse1.harvard.edu

Two-Way Immersion Portfolio Assessment

Availability:	Unrestricted
Current Users:	California public schools
Type of FL Program:	Two-way immersion
Intended Grade Level:	K-6
Intended Test Use:	Proficiency
Skills Tested:	Speaking, listening, reading, writing
Test Author:	Erminda Garcia et al.
Publication Date:	Not reported
Test Cost:	Not reported
Test Length:	Varies
Test Materials:	Portfolio booklet which contains a copy of the SOLOM, reading rubric assessment, oral reading observation form, parent questionnaire, student reading attitudes questionnaire, writing samples with rubric and instructions for using interactive journals
Test Format:	Matrix, rubric, questionnaires
Scoring Method:	Scoring varies according to skill being tested (see description below)

Description: This two-way immersion portfolio assessment, or biliteracy portfolio, documents literacy development in both English and Portuguese and gathers systematic instructional information in a two-way Portuguese biliteracy program. (Other program types, such as late transitional bilingual and regular education programs, have also used the portfolio.) The literacy information is collected through student self-reflections, parent questionnaires regarding their child's strengths and interests, writing samples with rubric scoring, interactive journals with an information gathering matrix, reading log entries and book lists, teacher anecdotal records, and end-of-year reflections by student, parent, and teacher. This information may then be passed on to the following year's teacher.

Test Development and Technical Information: This portfolio assessment was initiated by Erminda Garcia, a bilingual teacher and literacy consultant, and developed under the Title VII Developmental Bilingual Education programs of Los Angeles Unified School District, Los Angeles County Office of Education, ABC Unified School District, Long Beach Unified School District, and Santa Monica-Malibu Unified School Districts in California. This portfolio has been adapted by Optimum Learning Environments, a California state-funded project for special education. It has also been used for other languages.

Parallel Versions in Other Languages: English, Spanish

Contact Address:
Ms. Erminda Garcia
Division of SEA/LEA Operations and Special Programs
Language Minority Affairs Branch
District of Columbia Public Schools
Roosevelt Administrative Unit
13th and Upshur Streets, NW
Washington, DC 20011
(202) 576-8850

RUSSIAN

CAL Oral Proficiency Exam (COPE)

Availability: All schools, if they agree to provide test results to CAL for research purposes
Current Users: Various total and partial immersion programs
Type of FL Program: Immersion (total, partial, and two-way)
Intended Grade Level: 5-6
Intended Test Use: Proficiency
Skills Tested: Listening, speaking
Test Author: Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date: 1988
Test Cost: None
Test Length: 15-20 minutes per pair of students
Test Materials: COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format: Oral interview/role play
Scoring Method: Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in Russian. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into Russian and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, Chinese, French, German, Japanese, Spanish

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

RUSSIAN

Colorado Proficiency Sample Project (CPSP)

Availability:	Restricted
Current Users:	Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	4-12
Intended Test Use:	Diagnostic (proficiency, achievement), program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Evelyna Donnelly et al.
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Test booklets, audio tapes
Test Format:	Varies: multiple-choice, short answer, task completion
Scoring Method:	Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project, whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: French, German, Japanese, Spanish

Contact Address:
Dr. Evelyna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6757
FAX: (303) 830-0793

Performance Assessment for Russian

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1993 (updated periodically)
Test Cost:	Varies
Test Length:	Listening (18 minutes)—20 items. Reading (30 minutes)—34 items (novice through advanced), 40 items (intermediate through advanced). Speaking (10-30 minutes)—multiple prompts. Writing (20-30 minutes)—multiple prompts
Test Materials:	Student test booklets, master tapes, scantron answer sheets for listening and reading comprehension
Test Format:	Prompts that require written response
Scoring Method:	Holistic

Description: This is a competency test in multiple modalities (skill areas) and is comparable to versions of the test in other languages. They are not textbook or program specific. The tests are being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in the Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: Chinese, French, German, Japanese, Spanish

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

Arlington County, VA Spanish Partial Immersion Program Speaking Rubric in English and Spanish for Grades 1-5

Availability:	Unrestricted
Current Users:	Arlington County Public Schools Spanish partial immersion program
Type of FL Program:	Partial immersion
Intended Grade Level:	1-5
Intended Test Use:	Proficiency, to show on-going progress
Skills Tested:	Speaking
Test Author:	Teachers in Arlington County's Spanish partial immersion program in collaboration with researchers at the Center for Applied Linguistics
Publication Date:	1997
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Not reported
Test Format:	Rubric
Scoring Method:	Holistic (flexible format: both analytic descriptions and holistic ratings are available. Teachers use either or both)

Description: This rubric for assessing English and Spanish speaking skills for immersion students, Grades 1-5, is based on county standards. The components of the rubric are comprehension, fluency, vocabulary, and grammar. The student is required to use fluent, connected speech (if possible) and to demonstrate comprehension of oral language. The oral language sample is then evaluated using the rubric. There are both Spanish and English versions. Grade level objectives represent what a native speaker of the language can reasonably be expected to do by the end of each school year, and what a second language learner should be striving toward.

Test Development and Technical Information: These speaking rubrics are a prototype under development, with data collection taking place during the 1996-97 school year. The rubrics were developed and field tested by the teachers who will be using them in the Spanish partial immersion program.

Parallel Versions in Other Languages: English

Contact Address:
Ms. Mary Ann Ullrich
Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
(703) 358-6097

Arlington County, VA Spanish Partial Immersion Program Writing Rubric in English and Spanish for Grades 1-5

Availability:	Unrestricted
Current Users:	Arlington County Public Schools Spanish partial immersion program
Type of FL Program:	Partial immersion
Intended Grade Level:	1-5
Intended Test Use:	Proficiency, to show on-going progress
Skills Tested:	Writing
Test Author:	Teachers in Arlington County's Spanish partial immersion program in collaboration with researchers at the Center for Applied Linguistics
Publication Date:	1997
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Not reported
Test Format:	Rubric
Scoring Method:	Holistic (flexible format: both analytic descriptions and holistic ratings are available. Teachers use either or both)

Description: This rubric for assessing English and Spanish writing for immersion students, Grades 1-5, is based on county standards. The components of the rubric are composition, style, sentence formation, usage, and mechanics. The student is required to write on a designated topic. The writing sample is then evaluated using the rubric. There are both Spanish and English versions. Grade level objectives for each writing component represent what a native speaker of the language can reasonably be expected to do by the end of each school year, and what a second language learner should be striving toward.

Test Development and Technical Information: These writing rubrics are a prototype under development, with data collection taking place during the 1996-97 school year. The rubrics were developed and field tested by the teachers who will be using them in the Spanish partial immersion program.

Parallel Versions in Other Languages: English

Contact Address:
Ms. Mary Ann Ullrich
Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
(703) 358-6097

Assessment Portfolio

Availability: Restricted (portfolio still in trial form)
Current Users: Immersion program, Alington County Public Schools, VA
Type of FL Program: Two-way partial immersion
Intended Grade Level: K-5
Intended Test Use: Proficiency
Skills Tested: Listening, speaking, reading, writing
Test Author: Evelyn Fernandez, Susan Baker (with contributions from other immersion teachers at Key School)
Publication Date: Revised 1996
Test Cost: $10.00
Test Length: Varies over the course of the school year
Test Materials: Framework for assessment of portfolios and portfolio components
Test Format: Portfolio
Scoring Method: Holistic

Description: This assessment framework contains instructions for implementing portfolio assessment and components of an assessment portfolio for use in a two-way Spanish partial immersion program. Portfolio components include a student self-evaluation, attitudinal questionnaire, writing and speaking samples, students' best work, teacher-selected work, questionnaire for parents, anecdotal records, running records, miscue analysis, and end-of-unit evaluation. Also includes oral and writing rubrics.

Test Development and Technical Information: This framework was developed in 1993 and piloted during the 1993-94 school year. It was revised based on comments from all the teachers.

Parallel Versions in Other Languages: This framework could easily be used with other languages.

Contact Address:
Ms. Evelyn Fernandez
Immersion Coordinator
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
(703) 358-6013
efernand@pen.k12.va.us

Assessment Tasks for Spanish Level I and II

Availability:	Unrestricted
Current Users:	Indiana public and private schools
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Team of Indiana foreign language teachers
Publication Date:	1993
Test Cost:	$6.00 per level (packet) or $12 per language (two levels)
Test Length:	Series of assessment tasks vary in length
Test Materials:	Two packets of printed materials for each language and eight audio tapes for each language
Test Format:	A variety of communicative assessment tasks, including map-reading, writing a letter to an imaginary pen pal, and situational role plays
Scoring Method:	Suggested scoring rubric included with each task

Description: The packets include a set of assessment tasks based on the learner outcomes of the Indiana Proficiency Curriculum Guide. The tasks require students to respond using all four skills: listening, speaking, reading and writing. These packets also include answer sheets, scoring rubrics for each task, and a tape script for the audio tapes. The listening/speaking tasks require the use of audio tapes. The packets are loose-leaf bound, giving teachers the option to select and combine tasks to meet their particular curriculum needs. Packets are available while the supply lasts.

Test Development and Technical Information: The materials were developed and field-tested by Indiana foreign language teachers under the general direction of Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education.

Parallel Versions in Other Languages: French, German

Contact Address:
Dr. Walter H. Bartz
Consultant, Foreign Language Education
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9156
FAX: (317) 232-9121
wbartz@ideanet.doe.state.in.us

Beginning Spanish Course Examination

Availability:	Restricted
Current Users:	District of Columbia Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7-8
Intended Test Use:	Achievement (end-of-year test), placement
Skills Tested:	Speaking, listening, structure/usage (grammar, lexicon), reading comprehension, culture
Test Author:	District of Columbia foreign language teachers under the supervision of Dr. Marion Hines
Publication Date:	Revised 1993-94
Test Cost:	Not reported
Test Length:	Part A—variable (each student is interviewed). Part B—45 minutes
Test Materials:	Student booklet, teacher's manual, audio tape for listening section
Test Format:	Part A—question/answer. Part B—multiple choice
Scoring Method:	Part A (worth 25%)—number of errors subtracted from 25%. Part B (worth 75%)—number correct

Description: This beginning-level year-end course examination is designed to assess skills and content mastery. The test components include assessment of speaking and listening skills (50%), structure (40%), reading comprehension (5%), and culture (5%). In the District of Columbia Public Schools (DCPS), the beginning-level course covers the first half of the Level 1 course content when taken in middle school (Grade 7 or 8). Students earn one Carnegie unit only after successfully completing the second half of the course in Grade 8 or 9. The beginning-level course meets for 45 minutes, five days a week.

Test Development and Technical Information: The DCPS year-end examinations were conceptualized and edited by the foreign language curriculum director and written and edited by foreign language teachers, in response to teacher and principal requests for assessment. These criterion-referenced, discrete-point tests were originally published in 1983 and were revised in 1993-94. They are based on DCPS foreign language curriculum objectives. No technical information was reported.

Parallel Versions in Other Languages: French, German, Italian, Latin

Contact Address:
Dr. Marion E. Hines
Curriculum Director, Foreign Languages
District of Columbia Public Schools
20th and Evarts Streets, NE
Washington, DC 20018
(202) 576-7813

Biannual Writing Sample

Availability: Unrestricted
Current Users: Healdsburg Unified School District, CA
Type of FL Program: Bilingual/immersion
Intended Grade Level: 2-6
Intended Test Use: Proficiency
Skills Tested: Writing
Test Author: Healdsburg Unified School District, K-6 bilingual teachers
Publication Date: 1987
Test Cost: Contact Kay Schultz
Test Length: 15 minutes
Test Materials: Writing paper, scoring grid
Test Format: Essay
Scoring Method: Holistic: each test is scored by two different teachers, then the two scores are averaged

Description: Students are required to produce a writing sample in the fall and the spring in response to a topic. The teacher writes the topic on the board and the students then write their responses. Writing samples are scored according to grid (0-9). Two topics (one for the lower grades and one for the upper grades) are determined every other year by language teachers. All students write on the same topic. Students are assigned a number so that scoring may be done confidentially.

Test Development and Technical Information: First administered in 1987. Topics (two in English, two in Spanish) are revised every two years. One topic is aimed at the lower grades, and the other is used for the higher grades.

Parallel Versions in Other Languages: English

Contact Address:
Ms. Kay Schultz
Bilingual Supervisor
Project Puente Outreach, Healdsburg Unified Elementary Schools
925 University Street
Healdsburg, CA 95448
(707) 431-3480

SPANISH

CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in Spanish. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into several other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

Parallel Versions in Other Languages: Arabic, Chinese, French, German, Japanese, Russian

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
nancy@cal.org

Cape Elizabeth, Maine: Eighth Grade Assessment

Availability:	Contact Suzanne Janelle
Current Users:	Cape Elizabeth School Department, ME
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, listening, writing
Test Author:	Suzanne Janelle et al.
Publication Date:	1991 (reviewed and revised annually)
Test Cost:	Not reported
Test Length:	One hour
Test Materials:	Test booklet
Test Format:	Oral interview—warm-up and open-ended questions. Reading—passage with open-ended questions in English. Writing/mechanics—10 multiple-choice grammatical questions. Writing sample—students have a choice of two topics and must write a paragraph. Listening comprehension—two passages followed by multiple-choice questions in English.
Scoring Method:	Percentage correct

Description: This test is administered to students in the middle school at the end of four years of foreign language study. Achievement during those four years may vary. This test allows students to be placed in the most appropriate level in high school. Students scoring 85% or above are placed in Spanish III. Students scoring 60-84% are placed in an accelerated Spanish II. Students scoring 40-59% are placed in Spanish II. Students scoring below 39% are advised to start another language. These ranges were chosen on the basis of natural grouping within each band in conjunction with teacher input on student performance.

Test Development and Technical Information: This test was developed by foreign language teachers (Grades 4-12) in Cape Elizabeth, Maine.

Parallel Versions in Other Languages: French

Contact Address:
Ms. Suzanne L. Janelle
Foreign Language Team Leader
Cape Elizabeth Middle School
14 Scott Dyer Road
Cape Elizabeth, ME 04107
(207) 283-0999

Checklist of Spanish Language Skills and Content: First Grade

Availability:	Contact author
Current Users:	Elizabeth Fucella Burgos
Type of FL Program:	Partial immersion Spanish/English program
Intended Grade Level:	1
Intended Test Use:	Achievement, proficiency in language and content areas, mastery of classroom routines; to provide information to parents, students, and administrators about progress
Skills Tested:	Speaking, listening, math, science
Test Author:	Elizabeth Fucella Burgos
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Twelve questions
Test Materials:	One checklist per student
Test Format:	Question-short answer
Scoring Method:	Holistic

Description: This checklist is used to assess students' ability to express themselves in the target language and their knowledge of content areas taught in the target language. It gives students an individual opportunity to respond to an oral interview about classroom routines and content area.

Test Development and Technical Information: This checklist was developed by the author to fill the need for an assessment tool in the first-grade classroom. It is used in conjunction with other assessments, including portfolios of writing samples, attitudinal surveys, and other questions in interview format about content in science and mathematics. For example, a science and mathematics log/journal is kept all year in the target language.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Elizabeth Fucella Burgos
Teacher
Abingdon Elementary School
3035 South Abingdon Street
Arlington, VA 22206
(703) 358-6650

Colorado Proficiency Sample Project (CPSP)

Availability: Restricted
Current Users: Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program: FLES, middle school/high school sequential foreign language
Intended Grade Level: 4-12
Intended Test Use: Diagnostic (proficiency, achievement), program evaluation
Skills Tested: Listening, speaking, reading, writing, culture
Test Author: Evelyna Donnelly et al.
Publication Date: 1993
Test Cost: Not reported
Test Length: Not reported
Test Materials: Test booklets, audio tapes
Test Format: Varies: multiple-choice, short answer, task completion
Scoring Method: Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project, whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: French, German, Japanese, Russian

Contact Address:
Dr. Evelyna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6757
FAX: (303) 830-0793

Content-Based FLES Pilot: Second Grade Assessment

Availability: Unrestricted
Current Users: FLES pilot program, Toledo Public Schools, OH
Type of FL Program: Content-based FLES
Intended Grade Level: 2
Intended Test Use: Proficiency, achievement
Skills Tested: Reading, writing (ability to copy what they read), listening, speaking
Test Author: Lori Winne, Nada Kamal, Maria Martinez, Trudy Sumpter
Publication Date: 1994
Test Cost: Postage
Test Length: 30 items
Test Materials: Student test booklets, posterboard with vocabulary pictures
Test Format: Matching, fill-in-the-blank, question/answer
Scoring Method: Parts 1-3 (reading/writing)—number correct. Parts 4-5 (listening/speaking)—holistic rating

Description: This Spanish test for a FLES program consists of five parts. Part 1 checks the student's reading ability (word recognition) by asking the student to match the written word with the picture (animals and body parts). Part 2 checks the student's ability to read short phrases by asking the student to match the phrase with the picture (weather conditions). Part 3 assesses written performance by asking the students to count the number of apples that they see and copy the correct number (spelled out in a list on the page) into a box. Part 4 assesses speaking ability (identification, description) by asking the student to look at 20 pictures on a posterboard which represent numbers, colors, weather, body parts, etc. The student is asked to identify 10 things. The rating the student receives (below average, average, or above average) depends on the completeness and accuracy of his or her responses. Part 5 assesses speaking ability (answering questions) by asking the student five simple questions in the target language about a calendar. The same rating scale as in part 4 is used to assign a holistic rating.

Test Development and Technical Information: This test (and a test for Grade 1) was developed by Lori Winne and foreign language teachers to enable the evaluation of student proficiency and achievement in a pilot content-based FLES program (1992-1995). Technical information was not reported.

Parallel Versions in Other Languages: French, German

Contact Address:
Ms. Lori Winne
Director, Foreign Languages
Toledo Public Schools
425 Jefferson Avenue
Toledo, OH 43604
(419) 255-3276
lwinne.smtc148@uofto2.utoledo.edu

Diagnostic Level 1/2 Test

Availability: Restricted
Current Users: Prince George's County Public Schools, MD
Type of FL Program: Middle school/high school sequential foreign language
Intended Grade Level: 7-12
Intended Test Use: Diagnostic (prochievement for students), program evaluation, teacher
Skills Tested: Listening, speaking, reading, writing
Test Author: Testing committee of Prince George's County Spanish teachers
Publication Date: 1992
Test Cost: Not for sale
Test Length: Not reported
Test Materials: Test booklets, test tape, answer sheets
Test Format: Picture clues, multiple-choice, cloze passages, completion, short essay, word association
Scoring Method: Not reported

Description: Prince George's County Public Schools developed this test in all skill areas for use at the end of Level 1 or the beginning of Level 2. Test topics are in line with county curriculum objectives: communicating about self, the family, school, shopping, and leisure. Test items are based on classroom lessons but are contextualized. Currently one form of the test exists. Three forms are planned for each language.

Test Development and Technical Information: This test was developed through constant interaction with foreign language teachers during each phase. High school and middle school teachers were first surveyed to determine learning outcomes for Level 1. A committee of foreign language teachers developed a set of topics and test item types. This material was critiqued and expanded. Teachers were trained in assessment after which they developed test items. All test components have been administered to students in Prince George's County. Technical information (reliability and validity) is available for the reading component of the test. Data was still being collected on the writing component as of January 1995. Test items have been, and will continue to be, field-tested.

Parallel Versions in Other Languages: French

Contact Address:
Ms. Pat Barr-Harrison
Supervisor of Foreign Languages
Prince George's County Public Schools
9201 East Hampton Drive
Capitol Heights, MD 20743
(301) 808-8265
FAX: (301) 808-8291

Dual Language Parent Satisfaction Survey

Availability:	Unrestricted
Current Users:	Burnt Mills Elementary School, Montgomery County Public Schools, MD
Type of FL Program:	Two way immersion
Intended Grade Level:	K-5
Intended Test Use:	Program evaluation
Skills Tested:	Not applicable
Test Author:	Montgomery County Public Schools
Publication Date:	1996
Test Cost:	None
Test Length:	Four pages (each language)
Test Materials:	Survey
Test Format:	Selected response, fill in the blank
Scoring Method:	Compilation of results

Description: This 38-item parent satisfaction survey is sent to parents by mail to get their feedback about various aspects of a two-way immersion program in Montgomery County, MD. The survey consists of 17 different statements concerning the program in general, the curriculum, their child's progress, and the responsiveness of the teachers in the program. Parents are asked to indicate the degree to which they agree or disagree with the statements. The remaining items deal with parent participation in school activities (items18-24), their child's performance in school (items 25-26), and background information about the parents (items 27-38). Items 25-38 either require the parent to circle items that apply or to fill in additional information.

Test Development and Technical Information: This is a program satisfaction survey derived from a county-wide study to measure parent satisfaction. Items were selected from the larger survey and adapted to the Burnt Mills Elementary School Dual Language Program.

Parallel Versions in Other Languages: English

Contact Address:
Ms. Eileen Lorenz
Project Specialist
Montgomery County Public Schools
Academic Programs
Rockville, MD 20850
(301) 279-3094

Eighth Grade Proficiency/Credit Exam for Spanish I: Viaje a Epcot

Availability:	Restricted. Currently do not have a method of disseminating test documents.
Current Users:	Louisiana Public Schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Proficiency, placement, program evaluation
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Team of teachers from Louisiana Public Schools led by Manon Beaudet-Deer and Margaret K. Singer
Publication Date:	1997
Test Cost:	Not applicable
Test Length:	Two hours
Test Materials:	Test booklets, cassette tape, teacher's manual, scantron answer sheets, teacher questionnaire, student questionnaire
Test Format:	Selected response, short answer, writing prompt, speaking prompts
Scoring Method:	Holistic for writing /speaking; number/percentage correct for other components

Description: This French assessment instrument is administered to a group of students with the exception of the speaking component, which is administered to pairs of students. This thematically based test requires students to work through real-life situations in the context of a trip to Epcot through a series of listening, speaking, reading, and writing activities. The test uses authentic language.

Test Development and Technical Information: This assessment instrument is part of the Louisiana Department of Education's (LDE) project for assessing the Louisiana FLES program. The test items are designed to assess performance in the four language skills based on grade-appropriate standards as set by an advisory group of Louisiana educators. These standards for Grade 8 are discussed in the LDE publication, *Bulletin 1734—Spanish as a Second Language Program Curriculum Guide, Grades 4-8.* The skills, concepts, and test items were developed and reviewed by middle school and high school Spanish teachers, LDE staff, a curriculum/evaluation specialist from Québec, and a testing specialist from Panama. This assessment instrument is a prototype under development, with data collection in process. The test is currently being correlated with the state's new standards document, which is based on the national standards for foreign language learning.

Parallel Versions in Other Languages: French

Contact Address:
Ms. Margaret Keefe Singer
Foreign Language Program Manager
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3453
mksing@aol.com

Fairfax County Public Schools: Writing Rating Scale for Spanish

Availability:	Unrestricted
Current Users:	Spanish immersion teachers, Fairfax County, VA
Type of FL Program:	Partial immersion
Intended Grade Level:	6
Intended Test Use:	Proficiency, end-of-year assessment
Skills Tested:	Writing
Test Author:	Fairfax County foreign language immersion teachers
Publication Date:	1995
Test Cost:	Not reported
Test Length:	One class period
Test Materials:	Writing rating scale for each student
Test Format:	Rating scale used for rating short writing sample
Scoring Method:	Holistic: student writing sample is assigned a rating according to detailed level descriptions

Description: This rating scale is used to rate writing samples of students in a Spanish partial immersion program. The teacher selects the topic or picture prompt for students—something they have been studying in class. The students then complete their writing sample. The writing samples are collected, then assessed by the Fairfax County foreign language office staff by comparing them to detailed descriptions of each level. A rating of Novice, Intermediate, Advanced, or Superior is assigned for written organization and language structure. The level descriptions were adapted from the COPE rating scale (see the CAL Oral Proficiency Exam).

Test Development and Technical Information: This instrument was developed by Fairfax County foreign language teachers in 1995 as a means of assessing student progress in writing in the foreign language.

Parallel Versions in Other Languages: French, Japanese; German version under development

Contact Address:
Ms. Marty Abbott
Foreign Language Coordinator
Fairfax County Public Schools - Foreign Language Office
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, VA 22042
(703) 208-7724
FAX: (703) 207-7041
74553.211@compuserve.com

Ferndale, Michigan: First Grade Assessment

Availability: Contact Irma R. Torres
Current Users: Elementary Foreign Language Program, Ferndale Public Schools, MI
Type of FL Program: FLES
Intended Grade Level: 1
Intended Test Use: Oral proficiency
Skills Tested: Speaking
Test Author: Ferndale elementary school foreign language teachers
Publication Date: 1992
Test Cost: Not reported
Test Length: 5-10 minutes per student
Test Materials: Test booklet
Test Format: Oral interview: warm-up and open-ended questions
Scoring Method: Number and type of words used

Description: This oral Spanish test is administered to randomly selected first graders at the end of their first year of instruction. The oral interview includes a warm-up and open-ended questions. The questions are based on a large, colorful picture that includes people of various ages, several other objects from familiar vocabulary areas, and various weather conditions. These modified oral proficiency interviews, (i.e., they draw their inspiration from the ACTFL oral proficiency interview) are intended to provide assessment data that will be used for both formative and summative evaluations of Ferndale's foreign language program. The test is administered by an outside expert trained in the interview procedure.

Test Development and Technical Information: This test was developed by foreign language teachers (Grades 1-6) in Ferndale Public Schools, MI. Technical information was not reported.

Parallel Versions in Other Languages: French, German

Contact Address:
Ms. Irma R. Torres
Foreign Language Coordinator
Ferndale Public Schools
881 Pinecrest
Ferndale, MI 48220

Fifth Grade Second Language Assessment of Spanish

Availability:	Unrestricted
Current Users:	Duplin County Schools, NC
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Duplin County teachers of second language and Bernadette Morris, North Carolina State Department of Instruction consultant
Publication Date:	1994
Test Cost:	None
Test Length:	Five days of regular teaching time to administer 30 items
Test Materials:	Test document, test directions, visuals
Test Format:	Combination of selected response and short answer. Speaking—individual oral responses. Part of listening test is presented on tape by native speaker.
Scoring Method:	Holistic (rubric)

Description: This assessment instrument consists of an individually administered oral component and group administered listening, reading, and writing components. The assessment requires the use of a tape recorder and overhead projector. In the speaking component, students choose one of three visuals about a little boy, Panchito, and elaborate. In the listening component, students listen to paragraphs about Panchito's activities and circle the correct response to questions about the listening passages. In the reading component, students read a letter from the same little boy and circle the correct response to questions that follow it. In the writing component, students first read sentences about Panchito and choose words from a word bank to fill in blanks, then look at a visual of an activity/event in Panchito's life and describe it in writing.

Test Development and Technical Information: This assessment was made for in-house use. Created in 1994, it has been administered every spring (including 1994) to approximately 600 students in Duplin County Schools. This assessment is based on the school curriculum and county standards. One copy per request.

Parallel Versions in Other Languages: None

Contact Address:
Dr. Thelma Allen
General Supervisor
Duplin County Schools
Highway 11 North
Kenansville, NC 28349
(910) 296-1521

Fifth Grade Spanish Listening Comprehension Test

Availability:	Contact Margaret Singer
Current Users:	Louisiana public schools
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Placement, proficiency, program evaluation
Skills Tested:	Listening
Test Author:	Manon Beaudet-Deer, Richard J. Guidry, Margaret K. Singer
Publication Date:	1997
Test Cost:	Contact Margaret Singer
Test Length:	53 items; two 30-minute sessions (possibly longer)
Test Materials:	Audio tape, teacher's manual, student booklet, teacher and student questionnaire
Test Format:	Multiple-choice
Scoring Method:	Number correct

Description: This multiple-choice test evaluates listening comprehension skills only. Students listen to a series of passages on audio tape for specific pieces of information related to the major, culturally significant, test theme—*Rumbo al Festival Latino* (Reveling at the Latino Festival). The test exists in two forms and is based on grade-appropriate standards set by an advisory group of Louisiana educators. A Grade 8 proficiency exam that tests all four skills was also completed in 1997 after being field tested during the 1994-95 and 1995-96 school years.

Test Development and Technical Information: This assessment instrument is part of the Louisiana Department of Education's (LDE) project for assessing the Louisiana FLES program. The test items are designed to assess performance in listening comprehension skills based on grade-appropriate standards as set by an advisory group of Louisana educators. These standards for Grade 5 are discussed in The LDE publication, *Bulletin 1734—Spanish as a Second Language Program Curriculum Guide, Grades 4-8.* The skills, concepts, and test items were developed and reviewed by elementary and middle school Spanish teachers, LDE staff, and a curriculum/evaluation specialist from Québec. This assessment instrument is a prototype under development, with data collection in process.

Parallel Versions in Other Languages: French

Contact Address:
Ms. Margaret Singer
Foreign Language Manager
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3453
mksing@aol.com

First Level Spanish Test

Availability:	Unrestricted
Current Users:	Foreign language teachers in Baltimore County Public Schools, MD
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Mark Anelli et al.
Publication Date:	1993
Test Cost:	Contact Carl Jackson
Test Length:	70 items
Test Materials:	Test booklet, speaking and writing prompts sheets, writing sample sheet and scoring grids for test sections
Test Format:	Listening and reading sections are multiple-choice. Speaking and writing sections consist of three possible prompts—student must select and respond to one for each skill area
Scoring Method:	Not reported

Description: Based on foreign language performance objectives for Baltimore County Public Schools, this Spanish test is usually administered at the end of Grade 8 (Level 1). It is used to measure achievement but may also be used as a final exam in first year high school courses. Teachers may also use the test to assess the effectiveness of their own teaching or to advise students on placement for high school.

Test Development and Technical Information: Not reported

Parallel Versions in Other Languages: French

Contact Address:
Mr. Carl G. Jackson
Coordinator, Office of Foreign Languages
Baltimore County Public Schools
Towson, MD 21204
(410) 887-4028

FLES Oral Assessment Kit

Availability:	Unrestricted
Current Users:	Columbus Public Schools, OH
Type of FL Program:	FLES
Intended Grade Level:	K-5
Intended Test Use:	Achievement, proficiency
Skills Tested:	Speaking, listening
Test Author:	Karen Kendall-Sperry
Publication Date:	1995
Test Cost:	None
Test Length:	20-25 minutes per child
Test Materials:	Question cards, picture to describe
Test Format:	Short answer, discrete point, picture description
Scoring Method:	Holistic

Description: This individually administered speaking and listening assessment is appropriate for all languages. For ease of administration, the examination is on cards. These cards serve as written or visual prompts for the student, or as aural prompts (the teacher reads the card without showing it to the students). Students are asked to identify objects, guess colors, count, and describe a picture. Answers may or may not be scripted. They are rated using a three-point rubric: answering without hesitation is awarded a plus; answering after repeated prompting is awarded a check. If a student cannot respond, a minus is given. Students are engaged metacognitively by being asked to verbalize their reactions to the test situation. Immediate feedback is provided to the student.

Test Development and Technical Information: This teacher-made assessment instrument was field tested with K-5 students in May 1995.

Parallel Versions in Other Languages: Currently available only in Spanish, but appropriate for all languages

Contact Address:
Dr. Robert Robison
Foreign Languages/ESL Supervisor
Columbus Public Schools
100 Arcadia Avenue Room 318
Columbus, OH 43202
(614) 798-1206

FLES TEST: Spanish Version

Availability:	Schools on an individual basis if they agree to provide test results to CAL for research purposes
Current Users:	Various FLES programs
Type of FL Program:	FLES
Intended Grade Level:	4-6
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, reading
Test Author:	Gina Richardson, Lynn Thompson
Publication Date:	1988
Test Cost:	None
Test Length:	73 items; 40-45 minutes
Test Materials:	Teacher script, teacher test booklet, student test booklet, answer sheet
Test Format:	Multiple-choice, true/false
Scoring Method:	Number correct for each section

Description: The FLES Test is an achievement test of beginning Spanish for students who have participated in a typical FLES program offered from 1-3 hours per week over a period of 1-6 years. Listening and reading skills are assessed on topics commonly covered in FLES programs: greetings and expressions, family relationships, fruits and vegetables, classroom objects, months and seasons, colors, telling time, numbers, clothing, and days of the week. Test items are both multiple-choice and true/false.

Test Development and Technical Information: This test was developed as part of a federally funded research project involving FLES and immersion programs. After surveying existing FLES tests and curricula, an initial draft version was developed and reviewed by national experts. In response to their recommendations, the total number of items was cut by 15%. The test was piloted and subsequently revised. Field-test results show that this test should be used to determine mastery rather than to discriminate between levels. Overall reliability was satisfactory. For more information, see Thompson, L., Richardson, G., Wang, L. S., & Rhodes, N. (1988). *The development of the FLES Test—Spanish. Final report.* (ERIC Document Reproduction Service No. ED 337 042) and Rhodes, N., Thompson, L., & Snow, M.A. (1989). *A comparison of FLES and immersion programs. Final report to the U.S. Department of Education.* Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 317 031)

Parallel Versions in Other Languages: none

Contact Address:
Ms. Lynn E. Thompson
Assessment Project Coordinator
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292
lynn@cal.org

Foreign Language Magnet: Immersion Assessment—Spanish

Availability:	Unrestricted
Current Users:	Foreign Language Magnet Program, Kansas City, MO
Type of FL Program:	Immersion
Intended Grade Level:	2
Intended Test Use:	Achievement
Skills Tested:	Listening, speaking, reading, writing
Test Author:	Committee of immersion teachers
Publication Date:	Revised 1994-95
Test Cost:	Not reported
Test Length:	Oral interview length varies; Listening—43 items. Reading—27 items. Writing—30+ items
Test Materials:	Test booklet, teacher's edition
Test Format:	Multiple-choice, true/false, question/answer
Scoring Method:	Holistic

Description: This Spanish test for use in the Kansas City, Missouri, Foreign Language Magnet program is in revised form. The final number of items and configuration of subsections will be determined once field-testing has been completed. The four subsections—speaking, listening, reading, and writing—are content-based (i.e., items are drawn from the content area curricula) and assess language achievement.

Test Development and Technical Information: This criterion-referenced test, which is relevant locally, was developed by a committee of immersion teachers because no appropriate immersion tests were available. Technical information is pending.

Parallel Versions in Other Languages: French, German

Contact Address:
Dr. Paul A. Garcia
5530 Oak
Kansas City, MO 64113-1258
(816) 523-1939
FAX: (816) 418-2300

Fourth Grade Spanish Evaluation: Units 1-5

Availability: Unrestricted
Current Users: Bay City Public Schools, MI
Type of FL Program: FLES
Intended Grade Level: 4 (similar tests exist for Grades 5,6, and 7)
Intended Test Use: Achievement
Skills Tested: Listening, vocabulary comprehension
Test Author: Kimberly Dodge and Margaret Skinner
Publication Date: 1992
Test Cost: Contact Bay City Public Schools, 910 Walnut Street, Bay City, MI 48706
Test Length: 4 practice questions followed by 50 test questions; 40 minutes
Test Materials: Answer sheets, transparencies, answer key, evaluation letter
Test Format: Multiple-choice
Scoring Method: Percentage correct

Description: At the completion of the fifth unit and coinciding with the end of the third marking period, this criterion-referenced test of listening proficiency is administered to fourth graders. Using scantron testing materials and an overhead projector, students are asked to respond to multiple-choice items read by the teacher by identifying the named item (e.g., a greeting, a shape, a color). Results of the test, indicating the percentage correct, are sent to parents on an evaluation form which is included with each student's report card.

Test Development and Technical Information: This test was developed to fill the need to evaluate the success of the FLES program and student achievement. Finding a method of assessment was a challenge due to the limited amount of class time and the large number of students each FLES teacher taught—900-1000 students. The multiple-choice scantron sheet provided a workable solution. The test is based on the fourth-grade FLES curriculum, which was written by FLES teachers in the district. The fourth-grade curriculum consists of eight units: Greetings/Names, Numbers/Colors/Shapes, Dates/Calendar, Weather/Seasons, Family, Body Parts, Clothing, Farm Animals, and Animal Sounds. The test has been found to be an effective tool of assessment for the district. The first year the test was given to just under 2,000 students. The test continues to be administered every year.

Parallel Versions in Other Languages: French

Contact Address:
Ms. Kimberly Dodge
Teacher
601 Blend Street
Bay City, MI 48706
(517) 684-1723

SPANISH

Glastonbury FLES Test

Availability: Restricted
Current Users: Glastonbury Public Schools, CT
Type of FL Program: FLES
Intended Grade Level: 5
Intended Test Use: Proficiency, program/curriculum evaluation
Skills Tested: Listening, reading, writing, speaking, culture
Test Author: Elementary foreign language teachers in Glastonbury Public Schools, CT
Publication Date: 1994; revised 1995 and 1996
Test Cost: Not reported
Test Length: 74 items plus 10-item speaking segment for a portion of the students
Test Materials: Test booklet, answer sheets, audio tape
Test Format: Multiple-choice, matching, filling in information
Scoring Method: Speaking—4-point scale for each question. Other—number correct

Description: This criterion-referenced, situation-based test evaluates students at the end of fifth grade in all skill areas, including culture. The test is based on a sequential curriculum developed by the teachers. Test tasks are contextualized; all components of the test are built around an American student named Becky, her pen pal Maria Morales, and Maria's family. The student is led through a series of tasks: reading a letter from Maria, going shopping with Maria and her mother, playing a geography game, listening to a radio program with Maria and her siblings, filling out a camp information form, and answering a telephone call from a local radio station. The test has been developed to determine how well students can apply what they have learned during a three-year FLES sequence. The curricula and test are revised as needed.

Test Development and Technical Information: Developed in 1993, this test was revised and re-administered in June of 1994. The test was subsequently revised for administration in 1995 and 1996.

Parallel Versions in Other Languages: There are no other versions, but the test could easily be adapted for other languages.

Contact Address:
Ms. Christine Brown
Director, Foreign Languages
Glastonbury Public Schools
232 Williams Street
Glastonbury, CT 06033

Grand Blanc Community Schools: Spanish Proficiency Test—4th Grade

Availability: Not available yet
Current Users: Grand Blanc Community Schools, MI
Type of FL Program: FLES
Intended Grade Level: 4
Intended Test Use: Achievement, proficiency
Skills Tested: Listening, speaking, reading, writing
Test Author: Carol Ashmore, Kathy Kelley, Shelley Lance, Laura Lemke
Publication Date: 1995
Test Cost: Not reported
Test Length: 36 items
Test Materials: Test booklets, audiotape
Test Format: Matching, task completion, multiple-choice, fill-in-the-blank
Scoring Method: Answer key is used to determine whether a student has mastered content language objectives (i.e., has gotten all items correct) or needs to review.

Description: This Spanish test for a content-based FLES program will be used to test language objectives through five different content areas: reading/language arts, mathematics, social studies, science, and health. Sample test objectives include predicting the outcome of a story, using metric measurement, naming three facts about South American culture, identifying four forms of energy, and identifying three body systems.

Test Development and Technical Information: This test and the curriculum on which it was based were piloted in 1994-95. The final form of the test and curriculum were put into official use in September of 1995. A test and curriculum were being developed for fifth grade as of January 1995. These tests and curricula are part of a five-year curriculum and test development project undertaken by the Grand Blanc school district. Technical information was not available.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Brenda Barnes
Foreign Language Coordinator
Grand Blanc Community Schools
11920 South Saginaw
Grand Blanc, MI 48439
(810) 694-8211 ext. 216

Immersion Oral Language Video Interview

Availability:	Restricted
Current Users:	Portland Public Schools, OR
Type of FL Program:	Immersion
Intended Grade Level:	K-8
Intended Test Use:	Oral proficiency
Skills Tested:	Listening, speaking
Test Author:	Mary Bastiani
Publication Date:	1994
Test Cost:	Variable
Test Length:	Varies from 8 to 20 minutes depending on grade level
Test Materials:	Questions, two "press-and-peel" pictures, blank video tapes, two camcorders
Test Format:	Question/answer
Scoring Method:	Holistic

Description: For this oral language videotaped interview, the interviewer asks the student questions about two "press-and-peel" pictures (one is of a school and school yard, the other is a home scene). The interviews are recorded using two camcorders. As with the oral interview procedure developed by the American Council on the Teaching of Foreign Languages (ACTFL OPI), there are warm-up questions and exit questions if the student shows frustration.

Test Development and Technical Information: Test questions were based on research done by Stephen Krashen and Tracy Terrell on children's stages of language acquisition. This test is used to track students' progress through the stages of language acquisition: pre-production, early production, speech emergence, intermediate fluency, and fluency. This has been an ongoing process over several years with changes or additions to questions and pictures as necessary. For additional information on the ACTFL OPI, see Byrnes, H., Child, J., Levinson, N., Lowe Jr., P., Makino, S., Thompson, I., Walton, A.R. (1986). ACTFL Proficiency Guidelines. In H. Byrnes & M. Canale (Eds.), *Defining and developing proficiency: Guidelines, implementations, and concepts.* Yonkers, NY: American Council on the Teaching of Foreign Languages.

Parallel Versions in Other Languages: Japanese, Spanish FLES (not included in this bibliography)

Contact Address:
Ms. Mary B. Bastiani
Foreign Language Curriculum Specialist
Portland Public Schools
501 North Dixon
Portland, OR 97227
(503) 249-2000 x4392

Immersion Second Language Writing Assessment

Availability: Unrestricted
Current Users: Milwaukee Immersion Schools, WI
Type of FL Program: Immersion
Intended Grade Level: 3, 5, 8
Intended Test Use: Proficiency
Skills Tested: Writing
Test Author: Milwaukee foreign language immersion teachers
Publication Date: 1992 (updated yearly)
Test Cost: Not reported
Test Length: Two 45-minute segments over a two-day period
Test Materials: Test booklet containing target language prompt and space to write final draft
Test Format: Essay question (grade-appropriate prompt)
Scoring Method: Holistic rating (grade-appropriate prompt)

Description: This writing sample is administered to groups of students over a two-day period. On the first day, students see prompt and work on a rough draft. On the second day, students must write their final draft in the test booklet. They are allowed to use a dictionary. These writing samples are taken at Grades 3, 5, and 8 to allow teachers to keep a longitudinal record for each student. Samples are rated by teachers on a 5-point, holistic scale. Focus is on what students can actually do and thus follows current trends in assessment.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, German

Contact Address:
Ms. Marcia Roth
Program Implementor
Milwaukee Spanish Immersion School
2765 South 55th Street
Milwaukee, WI 53219
(414) 327-5780

Level 1 Proficiency Test

Availability:	Restricted until test has been field tested for 2 years
Current Users:	Putnam City Schools, Oklahoma City, OK
Type of FL Program:	Content-based FLES program
Intended Grade Level:	8
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Peggy Boyles and Putnam City Schools foreign language teachers
Publication Date:	1995
Test Cost:	Not reported
Test Length:	13 pages
Test Materials:	Test, answer sheet, tape
Test Format:	Taped oral responses, scantron graded listening and reading sections, sentence length responses in written section
Scoring Method:	Rubric based on comprehensibility, effort, risk taking, and vocabulary usage

Description: This test is based on the ACTFL Proficiency Guidelines (Novice High) descriptions and draws on a proficiency-based curriculum. The test uses real-life situations that are easily related to students' lives. In most sections, students are given choices as to which task to execute. In the speaking section, students are asked to take the role of a young teenager in a particular situation that would require such things as expressing their likes and dislikes or describing their school and teachers. In the listening sections, students listen to taped conversations by native speakers who are involved in everyday situations that they would encounter at home or at school. They are asked to listen for the main theme of each conversation, as well as for some specific details. In the reading section, students demonstrate understanding of authentic materials such as advertisements or messages by answering multiple-choice questions. In the writing section, they are asked to describe in sentence-length text a friend they have met on the Internet. Only names and ages are given for the e-mail pals on the test sheet, and students must complete their imaginary description with details such as physical characteristics, favorite activities, etc.

Test Development and Technical Information: This is the first draft of the Novice High proficiency test for the district. It was field tested in 1995 with approximately 200 students. The test was scheduled to be given to a larger group in early 1997. The test was developed by a nine-member teacher task force from the Putnam City Schools.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40
Oklahoma City, OK 73122
(405) 495-5200 ext. 223

Lingua Vocabulary Tests (LLEX)

Availability:	Free to researchers
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1994
Test Cost:	Free to researchers
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, French, Gallego, German, Italian, Welsh

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

New York State Second Language Proficiency Examination: Spanish

Availability:	New York State public and non-public schools
Current Users:	New York State public and non-public schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	8
Intended Test Use:	Achievement, placement
Skills Tested:	Speaking, reading, culture, listening, writing
Test Author:	Teacher consultants and State Education Department staff
Publication Date:	1988 (new exam published each June)
Test Cost:	Not reported
Test Length:	Informal speaking assessment—variable. Formal speaking assessment—4 tasks. Listening—20 items. Reading—10 items. Writing—2 notes of at least 12 words each and 8 items. 90 minutes
Test Materials:	Test booklet, answer sheets, scoring sheet for formal speaking test, scoring key
Test Format:	Listening and reading sections use multiple-choice items. Writing section uses notes and lists. Speaking section requires informal classroom evaluation and formal evaluation of performance on four tasks
Scoring Method:	Scored by teachers; a sample is then scored by State Education Department

Description: This examination tests all skill areas and is usually administered at the end of the school year to eighth graders who have completed two units of study. If students pass the examination they will earn one unit of high school credit in second language instruction. Test measures learning outcomes at "Checkpoint A" (high school Level 1) of the state syllabus.

Test Development and Technical Information: not reported

Parallel Versions in Other Languages: French, German, Italian, Latin

Contact Address:
Ms. Mary W. Pillsworth
ESC Specialist
New York State Department of Education, Room 671 EBA
Albany, NY 12234

Oral Proficiency Assessments - Simulated Oral Proficiency Interviews

Availability:	Unrestricted
Current Users:	Various Pennsylvania junior high schools
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	7, 8
Intended Test Use:	Achievement, proficiency, placement
Skills Tested:	Listening, speaking
Test Author:	Advisory Council of Bucks County Intermediate Unit #22, foreign language teachers
Publication Date:	1997
Test Cost:	Not reported
Test Length:	Adjustable
Test Materials:	Pictures, diagrams, drawings, photos
Test Format:	Short answer, descriptions
Scoring Method:	Delineation of proficiency level on ACTFL scale based on overall performance

Description: This listening and speaking assessment may be administered individually or in groups. It is based on Bucks County Intermediate Unit Communication Outcomes and the national *Standards for Foreign Language Learning*. The components of the test are picture analyses, interviews, and task completions. This instrument requires students to describe pictures, photos, or scenes; fulfill tasks; ask and answer questions; and (when administered to a group) help in the completion of a group task.

Test Development and Technical Information: A prototype is currently under development, with data collection planned for September 1997. This instrument is being used to determine the minimum standards of proficiency for Pennsylvania state graduation requirements.

Parallel Versions in Other Languages: French, German

Contact Address:
Dr. Anthony Waskie
Foreign Language Program Coordinator
Pennsbury School District
705 Hood Boulevard
Fairless Hills, PA 19030
(215) 949-6729
awaskie@bucksnet.bciu.k12.pa.us

Pendergast School District # 92: (First and Second Grade) Spanish Test

Availability:	Contact Julie Mariscal
Current Users:	Pendergast School District #92, Phoenix, AZ
Type of FL Program:	FLES (distance learning)
Intended Grade Level:	1, 2
Intended Test Use:	Achievement, program evaluation
Skills Tested:	Listening comprehension, vocabulary
Test Author:	Pendergast School District teachers
Publication Date:	1993
Test Cost:	Not reported
Test Length:	15 items
Test Materials:	Test booklet, teacher script
Test Format:	Multiple-choice
Scoring Method:	Number correct

Description: These tests are used in conjunction with the ASSET Amigos Program, a video program for learning Spanish. There are two tests: one for first grade, one for second grade. Students are given these tests before and after participating in the program each year. Note that these are beginning vocabulary tests. Vocabulary has been selected from key vocabulary used in the Amigos lessons. These tests accompany lessons 1-15 (for Grade 1) and 16-30 (for Grade 2) of the Amigos Program.

Test Development and Technical Information: Developed by teachers at the Pendergast School in Phoenix, Arizona, in June of 1993 for the ASSET Amigos Program. For more information about the ASSET program, write to Ms. Addie Kinsinger, ASSET KAET, Arizona State University, Box 871405, Tempe, Arizona, 85287-1405.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Julie Mariscal
Pendergast School District #92
3802 North 91st Avenue
Phoenix, AZ 85037
(602) 877-1647

Performance Assessment for Spanish

Availability:	Restricted
Current Users:	K-12 school districts and postsecondary foreign language departments in California
Type of FL Program:	Immersion
Intended Grade Level:	3-6 (writing component and ACTFL OPI), 7-12 and postsecondary (all test components and ACTFL OPI)
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, reading, speaking, writing, culture
Test Author:	Marjorie Tussing, Project Director; author teams for each language consist of K-12 and postsecondary foreign language instructors who are ACTFL-certified OPI (oral proficiency interview) testers or have had OPI training or have been involved in the Teaching for Competency Project.
Publication Date:	1987 (updated periodically)
Test Cost:	Varies
Test Length:	Listening (18 minutes)—20 items. Reading (30 minutes)—34 items (novice through advanced), 40 items (intermediate through advanced). Speaking (10-30 minutes)—multiple prompts. Writing (20-30 minutes)—multiple prompts
Test Materials:	Student test booklets, master tapes, scantron answer sheets for listening and reading comprehension
Test Format:	Listening/reading—multiple-choice. Writing—response to prompts. Speaking—interview
Scoring Method:	The listening and reading items are rated on pre-determined scales (ACTFL/ILR guidelines), then anchored by a range of readers; the oral interview and writing instrument are rated holistically.

Description: This is a competency test in multiple modalities (skill areas) and is comparable to versions of the test in other languages. They are not textbook or program specific. The test is being used to evaluate student progress in foreign language programs in California.

Test Development and Technical Information: The basis for this test is outlined in Intersegmental Statement on Competencies Expected of Entering Freshmen, Phase I French, German, Spanish (1986) and Phase II Chinese, Japanese, and Russian (1994). Copies of these two reports can be requested from the Intersegmental Coordinating Council, California State Department of Education, 560 -J' Street, Suite 390, Sacramento, CA 95814.

Parallel Versions in Other Languages: Chinese, French, German, Japanese, Russian

Contact Address:
Dr. Marjorie Tussing
Professor of German
Department of Languages and Literatures
University of California, Fullerton
Fullerton, CA 92634
(714) 773-2510

Pulaski County Elementary School Kindergarten Spanish Progress Report

Availability: Contact Lucia Turk
Current Users: Pulaski County Elementary School, GA
Type of FL Program: FLES (30 minutes a day, 5 times a week)
Intended Grade Level: K
Intended Test Use: Achievement
Skills Tested: Listening, speaking
Test Author: Lucia Turk, Jennifer Thompson
Publication Date: 1993
Test Cost: Contact Lucia Turk
Test Length: 15 items on checklist
Test Materials: One report per child
Test Format: Checklist
Scoring Method: Students are assigned a rating of *attempts* or *shows understanding* for each objective on checklist

Description: This assessment consists of 15 language skill objectives in the form of a checklist. Students are assigned a rating for each objective. Provides teachers, students, and parents with a periodic assessment of students' abilities.

Test Development and Technical Information: Developed by the kindergarten Spanish teacher and classroom teacher to provide a measure of student progress for parents, administrators, and students in a relatively new FLES program.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Lucia Turk
Spanish Teacher
Pulaski County Elementary School
715 Broad Street
Hawkinsville, GA 31036
(912) 783-3531

Spanish Beginning Level Test

Availability:	Not available yet
Current Users:	Broward County Public Schools, FL
Type of FL Program:	FLES
Intended Grade Level:	2-3
Intended Test Use:	Achievement
Skills Tested:	Listening, reading, culture
Test Author:	Broward County Public School Spanish teachers
Publication Date:	1993
Test Cost:	Not reported
Test Length:	One or two class periods; 90 items
Test Materials:	Student booklet, teacher's manual, scantron answer sheet
Test Format:	Multiple-choice items
Scoring Method:	Number correct

Description: This Spanish test for a FLES program consists of four parts and assesses listening, vocabulary, reading, and culture. All items are multiple-choice and allow for use of scantron answer sheets. Test items are based on the Broward County FLES curriculum.

Test Development and Technical Information: This test was developed by a committee of Broward County Spanish teachers in conjunction with the research department of the Broward County School Board. In 1993, a preliminary form of the test was piloted and revised. The revised version was field-tested during the 1994-1995 school year. Technical information pending.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Vilma T. Diaz
Director, Multicultural and Foreign Language Curriculum
The School Board of Broward County
600 Southeast Third Avenue, 12th Floor
Fort Lauderdale, FL 33301
(305) 765-6680

Spanish I CRES (Criterion-Referenced Evaluation System)

Availability:	Restricted (summative test not for sale)
Current Users:	Frederick County Public Schools, MD
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	8-12
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, speaking, reading, writing, culture, language concepts
Test Author:	Frederick County Public Schools
Publication Date:	1995
Test Cost:	$50 for each formative assessment (speaking and writing only)
Test Length:	Writing—one class period. Speaking—5 minutes per student. Listening, Reading, Culture (60 items)—one class period
Test Materials:	Teacher's packet includes scoring/topic sheets for the speaking section, speaking test scoring rubrics, student letter form, student writing checklist, writing test, student instruction sheet, writing test scoring rubrics, student scantron test (listening, reading, language concepts, culture), pre-recorded audio tape for the listening section, a chart of all topics covered on multiple choice portion
Test Format:	Speaking/writing—response to prompts. Other sections of test—multiple choice
Scoring Method:	Speaking/writing—holistic. Other sections of test—number/percentage correct with cutoff score for passing

Description: This evaluation system, consisting of formative unit assessments and a summative assessment instrument, is based on the county essential curriculum objectives for French I. The formative assessments may be used as guidelines for the development of assessments for each curriculum unit. To aid in consistent scoring of the speaking and writing components, rated writing and speaking samples have been developed. The summative assessment instrument is administered to all Spanish I students (Grades 8-12) at the end of the school year. The results are used to assist in determining the final grade, analyze areas to receive more emphasis the following year, and provide input for the level II teacher. For the speaking component, each student is given one of four topics and asked to produce at least five good sentences. The more they say, the better chance they have of receiving a good grade. They are also required to ask a pertinent question. The writing component requires students to write a letter to a pen pal using at least ten complete sentences, two of which use third person singular, and two of which are questions. The multiple-choice scantron test covers listening, reading, language concepts, and culture. Authentic materials are used in the reading component.

Test Development and Technical Information: This test was developed by Frederick County public school teachers and administrators. The assessment is for in-house use, so no formal data collection or evaluation has been made. The assessment instrument was field tested with all level I Spanish students in June 1994 and 1995. The final version went into regular use in June of 1996.

Parallel Versions in Other Languages: French. German and Latin versions are under development

Contact Address:
Ms. Susan Helm Murphy
Curriculum Specialist for Foreign Languages and ESL
Frederick County Public Schools
115 E. Church Street
Frederick, MD 21701
(301) 694-2538

Spanish Intermediate Level Test

Availability:	Not available yet
Current Users:	Broward County Public Schools, FL
Type of FL Program:	FLES
Intended Grade Level:	4-5
Intended Test Use:	Achievement
Skills Tested:	Listening, reading, culture
Test Author:	Broward County Public School Spanish teachers
Publication Date:	1993
Test Cost:	Not reported
Test Length:	One or two class periods; 90 items
Test Materials:	Student booklet, teacher's manual, scantron answer sheet
Test Format:	Multiple-choice items
Scoring Method:	Number correct

Description: This Spanish test for a FLES program consists of four parts and assesses listening, vocabulary, reading, and culture. This test is used as a pre- and post-test to determine student progress in Spanish. All items are multiple-choice and allow for use of scantron answer sheets. Test items are based on the Broward County FLES curriculum.

Test Development and Technical Information: This test was developed by a committee of Broward County Spanish teachers in conjunction with the research department of the Broward County School Board. In 1993, a preliminary form of the test was piloted and revised. The revised version was field-tested during the 1994-1995 school year. Technical information pending.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Vilma T. Diaz
Director, Multicultural and Foreign Languages Curriculum
The School Board of Broward County
600 Southeast Third Avenue, 12th Floor
Fort Lauderdale, FL 33301
(305) 765-6680

Student Oral Proficiency Assessment (SOPA)

Availability:	Unrestricted
Current Users:	Various total and partial immersion programs, FLES programs
Type of FL Program:	Immersion (total, partial, two-way), FLES
Intended Grade Level:	1-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Author:	Nancy Rhodes (immersion); Beverly Boyson, Nancy Rhodes, Lynn Thompson (FLES)
Publication Date:	1992, 1996
Test Cost:	none
Test Length:	10-15 minutes per pair of students.
Test Materials:	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and storybook)
Test Format:	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a dollhouse.
Scoring Method:	Holistic: each student is rated for comprehension and fluency on a 6-point scale

Description: The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in Spanish (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

Test Development and Technical Information: The immersion version of this test was developed to assess immersion students' speaking and listening proficiency at Woodland Elementary School in Oak Ridge, Tennessee. A preliminary FLES version was developed to assess FLES students' speaking and listening proficiency in Georgia Public Schools. Further field testing and revision are planned for 1997-98.

Parallel Versions in Other Languages: French, German, Japanese

Contact Address:
Ms. Lynn Thompson
Research Assistant, FLET Division
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
(202) 429-9292
lynn@cal.org

Teddy Bear Test: 5th Grade Level

Availability:	Restricted until test has been finalized
Current Users:	Putnam City Schools, Oklahoma City, OK
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Peggy Boyles
Publication Date:	1994
Test Cost:	Not reported
Test Length:	10 pages
Test Materials:	Test, pictures, answer sheet
Test Format:	Short answer, matching
Scoring Method:	Rubric (1-5 points) based on comprehension, effort, and completion of task

Description: This test is based on the ACTFL Guidelines (Novice Level) descriptions and draws on a proficiency-based curriculum. The test uses authentic materials and solicits student responses for all skill areas in order to assess what students can do with their second language. Students see several different pictures of teddy bears at work and at play and are asked to answer questions about the pictures, which evoke cultural themes in both the native and target cultures. The purpose of the test is to provide a thematic context for synthesizing novice-level vocabulary in a proficiency-oriented test and to provide an opportunity for students to personalize answers in a testing format.

Test Development and Technical Information: This is the third draft of the Teddy Bear Test. The first draft was field-tested in 1993 with 300 students. The second draft, after revision, was administered to 1,572 students in May 1994. The third draft was field-tested with approximately 1400 fifth grade students. For a discussion of the high school level Teddy Bear Test, see Boyles, P. (1994). Assessing the speaking skill in the classroom. In C. Hancock (Ed.), *Teaching, testing, and assessment: Making the connection. Northeast Conference Reports.* Lincolnwood, IL: National Textbook.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40
Oklahoma City, OK 73122
(405) 495-5200

Third Grade Listening Test: Spanish

Availability:	Restricted
Current Users:	North Carolina public schools
Type of FL Program:	FLES
Intended Grade Level:	3
Intended Test Use:	Achievement
Skills Tested:	Listening
Test Author:	North Carolina Department of Public Instruction and foreign language teachers
Publication Date:	1991
Test Cost:	Not reported
Test Length:	40 items; 45 minutes
Test Materials:	Answer booklet, video tape of test items
Test Format:	Multiple choice
Scoring Method:	Number correct

Description: This multiple-choice Spanish listening test is for third graders who started foreign language instruction in kindergarten. The test contains 40 items, which are delivered via videotape. The answer booklet is multiple-choice, using graphics rather than the written word. On their answer sheets, students fill in the bubble under the graphic which matches the statement or answers the question. This test is available for purchase to school districts throughout the state. This test is used on a voluntary basis.

Test Development and Technical Information: This test was developed by a representative group of elementary Spanish teachers who worked in conjunction with the Department of Public Instruction. They identified a common core of vocabulary and structures to be tested and developed the test items. The test was field-tested for two years prior to being administered. Reliability/validity information is available upon request.

Parallel Versions in Other Languages: French

Contact Address:
Dr. Fran Hoch
Section Chief
Second Languages, ESL, Information and Computer Skills
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1797

Two-Way Immersion Portfolio Assessment

Availability:	Unrestricted
Current Users:	California public schools
Type of FL Program:	Two-way immersion
Intended Grade Level:	K-6
Intended Test Use:	Proficiency
Skills Tested:	Speaking, listening, reading, writing
Test Author:	Erminda Garcia et al.
Publication Date:	Not reported
Test Cost:	Not reported
Test Length:	Varies
Test Materials:	Portfolio booklet which contains a copy of the SOLOM, reading rubric assessment, oral reading observation form, parent questionnaire, student reading attitudes questionnaire, writing samples with rubric and instructions for using interactive journals
Test Format:	Matrix, rubric, questionnaires
Scoring Method:	Scoring varies according to skill being tested (see description below)

Description: This two-way immersion portfolio assessment, or biliteracy portfolio, documents literacy development in both English and Spanish and gathers systematic instructional information in a two-way Spanish biliteracy program. (Other program types, such as late transitional bilingual and regular education programs, have also used the portfolio.) The literacy information is collected through student self-reflections, parent questionnaires regarding their child's strengths and interests, writing samples with rubric scoring, interactive journals with an information gathering matrix, reading log entries and book lists, teacher anecdotal records, and end-of-year reflections by student, parent, and teacher. This information may then be passed on to the following year's teacher.

Test Development and Technical Information: This portfolio assessment was initiated by Erminda Garcia, a bilingual teacher and literacy consultant, and developed under the Title VII Developmental Bilingual Education programs of Los Angeles Unified School District, Los Angeles County Office of Education, ABC Unified School District, Long Beach Unified School District, and Santa Monica-Malibu Unified School Districts in California. This portfolio has been adapted by Optimum Learning Environments, a California state-funded project for special education. It has also been used for other languages.

Parallel Versions in Other Languages: English, Portuguese

Contact Address:
Ms. Erminda Garcia
Division of SEA/LEA Operations and Special Programs
Language Minority Affairs Branch
District of Columbia Public Schools
Roosevelt Administrative Unit
13th and Upshur Streets, NW
Washington, DC 20011
(202) 576-8850

West Central Elementary Spanish Program (K-4) Nine Week Grade Report

Availability:	Unrestricted
Current Users:	West Central Elementary School, Rome, GA
Type of FL Program:	FLES (30 minutes a day, 5 times a week)
Intended Grade Level:	K-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking (Grades K-4), reading, writing (Grades 1-4)
Test Author:	Dee Anna Rittenhouse
Publication Date:	1993
Test Cost:	Cost of copying only
Test Length:	Varies
Test Materials:	One report per child
Test Format:	Checklist
Scoring Method:	Students are assigned a rating of *superior, accomplished,* or *still achieving* for their Spanish learning skills and classroom participation.

Description: These assessments consist of four checklists per year for kindergarten through fourth grade. The checklists include language skill objectives and classroom behavior objectives. Students are assigned a rating for each objective. In addition, the report accompanying the checklist includes a brief description of the Spanish program contents. Provides teachers, students, and parents with an assessment of students' abilities at the end of each nine-week marking period.

Test Development and Technical Information: Developed by the K-4 Spanish teacher to assess student achievement and provide feedback to parents and administrators in a relatively new FLES program.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Dee Anna Rittenhouse
Spanish Teacher
West Central Elementary School
402 Lavender Drive
Rome, GA 30165
(706) 235-8836

What Do You Think? Language and Culture Questionnaire

Availability:	Schools on an individual basis if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	FLEX, FLES, immersion
Intended Grade Level:	4-6
Intended Test Use:	Attitudes toward language and culture
Skills Tested:	Attitudes
Test Author:	Rebecca Oxford, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	53 statements and 20 multiple-choice items; 25-30 minutes
Test Materials:	One questionnaire per student
Test Format:	Likert scale rating of 53 statements, multiple-choice
Scoring Method:	Subscores by item type

Description: This cultural attitudes questionnaire addresses students' cultural awareness, sensitivity to other ethnic groups, and desire to study an other language (Spanish). The questionnaire includes 53 statements that students must rate on a five-point Likert scale ranging from *disagree a lot* to *agree a lot*, as well as 20 multiple-choice questions. Categories covered in the questions include the need for achievement, attitudes toward Hispanics, interest in foreign language, interest in Spanish, parental encouragement, instrumental motivation (i.e., usefulness of Spanish), and Spanish class anxiety. Sample statements to rate are "Learning Spanish is fun," "I would like to know Spanish-speaking people better," and "I would rather spend my time on subjects other than Spanish."

Test Development and Technical Information: This questionnaire, adapted from the work of Gardner and Smythe (1974) and Snow (1985), was developed as part of a federally funded research project to answer the question, "How do different language programs (FLES, FLEX, and immersion) contribute to the development of attitudes toward other languages and cultures?" For further information, see Rhodes, N., Thompson, L., & Snow, M.A. (1989). *A comparison of FLES and immersion programs. Final report to the U.S. Department of Education.* Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 317 031). Technical information is available upon request.

Parallel Versions in Other Languages: none

Contact Address:
Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
(202) 429-9292
nancy@cal.org

TAGALOG

Tagalog Oral Language Proficiency Test

Availability:	Restricted. To be administered by person with native proficiency; secure test; to be used or supervised by qualified evaluation and assessment professionals
Current Users:	Micronesian Language Institute; Guam Department of Education; University of Guam Graduate School
Type of FL Program:	Language Research Institute
Intended Grade Level:	K-4, 5-8, 9-12
Intended Test Use:	Achievement, proficiency, placement, program evaluation, disability screening
Skills Tested:	Listening, speaking
Test Author:	Coulter, P., Spencer, M.L., Galang, R., Beck, L.
Publication Date:	1992
Test Cost:	Test kit: $218 + shipping; technical manual: $20 + shipping
Test Length:	15-30 minutes
Test Materials:	Picture booklet, examiner's manual, tape-recorded item delivery; technical manual sold separately
Test Format:	Discrete point, picture naming and identification, question formation, story retelling
Scoring Method:	Holistic for story retelling, number/percentage correct for other 3 subscales. All subscales are weighted for a total score. Total score may be converted to one of three proficiency levels.

Description: This oral proficiency test is individually administered. Separate test kits are used for Grades K-4, 5-8, and 9-12. Students are asked to name picture vocabulary, select pictures in response to oral sentence prompts, formulate questions based on picture prompts, and retell a story with the aid of picture prompts, after hearing it once. These instruments may be used to determine if a native speaker of Tagalog understands and speaks Tagalog within a normal range of proficiency or to monitor the development of oral proficiency in students acquiring Tagalog as a second language.

Test Development and Technical Information: This test was field tested with native speakers (50 for K-4, 50 for 5-8, and 50 for 9-12) aged 5-20, in the Philippine Islands in 1992. Items for each section were formulated by one or more indigenous language experts with age-specific appropriateness in mind. Twice as many items were created for the pilot test as were selected for the final version. Original drawings were created by graphic artists according to the specifications of the indigenous language experts. Items chosen for the final form possessed empirical evidence of the relatively high success by normal children with native language proficiency in the target language. The test was also shown to aid in the identification of students not performing at age-appropriate levels in Tagalog. Conversely, test results provide evidence to reject notions of language handicaps in non-English-speaking students who score well. This instrument was developed in collaboration with the Guam Department of Education. The format is parallel to the short form of the Language Assessment Scales by De Avila and Duncan (see the description of the LAS in the commercial tests section of this publication). However, the items are not translations of the LAS. Items and illustrations are all original. They were developed to reflect cultural and contextual relevance of Tagalog. A validation study was conducted in the Philippine Islands to determine appropriate content of the test. Statistical data are described in the technical manual.

Parallel Versions in Other Languages: Chuukese (Lagoon), Palauan, Pohnpeian

Contact Address:
Dr. Mary Spencer
Director, Full Professor, Psychology
Micronesian Language Institute
University of Guam
Mangilao, Guam 96923
(671) 735-2193
FAX: (671) 734-0143
mspencer@uog.edu

WELSH

Lingua Vocabulary Tests (LLEX)

Availability:	Not reported
Current Users:	List available on request
Type of FL Program:	Not reported
Intended Grade Level:	6-12, postsecondary
Intended Test Use:	Measurement of vocabulary size
Skills Tested:	Reading, vocabulary
Test Author:	Paul Meara
Publication Date:	1994
Test Cost:	Not reported
Test Length:	10 minutes
Test Materials:	MS-DOS floppy diskette and program manual
Test Format:	Word recognition
Scoring Method:	Number correct

Description: LLEX is a self-scoring vocabulary test for microcomputers that use MS-DOS. LLEX prompts the user with on-screen instructions and then displays a set of test items one at a time. For each item, users must decide if the word actually exists in the language (some are "nonsense" words. The complete test consists of 300 items; a different selection is chosen each time the test is run. When the test has been completed, LLEX displays the score on a range of 0 to 100. The program also tracks how long the examinee takes to complete the test and records this data as well. The test files consist of a random sample of 1,000 words from the Counsel of Europe's Threshold Level Vocabulary and a set of 500 imaginary words which conform to the phonological and orthographic conventions of the language. Each test run presents a random sample of the vocabulary.

Test Development and Technical Information: Current version (1.6) was developed in May of 1996. Further tests are planned in Danish, Dutch, and Greek.

Parallel Versions in Other Languages: Catalan, English, French, Gallego, German, Italian, Spanish

Contact Address:
Dr. Paul Meara
Center for Applied Language Studies
Swansea University of Wales
Singleton Park, Swansea, UK SA2 8PP
0792 29531
FAX: 0792 295641
p.m.meara@swansea.ac.uk
http://www.swan.ac.uk/cals/calsres.html

Part 2:
Program Evaluation Instruments

FLES Program Evaluation Inventory (FPEI)

Availability:	Unrestricted
Current Users:	North Carolina public schools
Type of FL Program:	FLES
Intended Grade Level:	K-8
Intended Test Use:	Program evaluation
Skills Tested:	Program effectiveness, satisfaction with the program
Test Author:	Audrey Heining-Boynton
Publication Date:	1989
Test Cost:	Not reported
Test Length:	No more than 10 minutes per form (there are 5 different forms)
Test Materials:	One form each per FLES teacher, principal or administrator, student, elementary classroom teacher, and parent
Test Format:	Questionnaire
Scoring Method:	Not reported

Description: This inventory of five questionnaires allows FLES teachers, principals and administrators, students, elementary school teachers, and parents to rate their elementary school foreign language program. Each questionnaire was developed based on historical research of FLES programs as well as on the demands of current FLES programs. For more information, see Heining-Boynton, A. (1990). The development and testing of The FLES Program Evaluation Inventory. *The Modern Language Journal, 74* (4), 432-439.

Test Development and Technical Information: Twenty-five FLES teachers and administrators pretested the FPEI. The instrument was revised based on their comments and piloted in Wake County Schools (Raleigh, NC) in the spring of 1989.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Dr. Dr. Audrey L. Heining-Boynton
Foreign Language Education
University of North Carolina
CB #3500 Peabody Hall
Chapel Hill, NC 27599-3500
(919) 962-3035

JFL Teacher Questionnaire: Japanese Program

Availability:	Unrestricted
Current Users:	Falk School Japanese Program, Pittsburgh, PA
Type of FL Program:	FLES
Intended Grade Level:	K-5
Intended Test Use:	Program evaluation
Skills Tested:	Teachers' attitudes
Test Author:	Richard Donato et al.
Publication Date:	1994
Test Cost:	Available at cost
Test Length:	Not reported
Test Materials:	Questionnaire, open-ended questions
Test Format:	Reflective essay
Scoring Method:	Compilation of responses

Description: This questionnaire collects the language teachers' reflections on their overall satisfaction with the program, their feelings of frustration and accomplishment, their recommendations for possible changes in future years, and their relationships with other members of the school community.

Test Development and Technical Information: The questionnaire was developed in order to evaluate an experimental Japanese FLES program. This instrument was used in conjunction with four other instruments cited in this bibliography: *Prochievement Interview Procedure: Japanese, Language and Culture Questionnaire: Japanese, Parent Questionnaire: Japanese Program,* and *Teacher Questionnaire: Attitudes Towards the Japanese Program.* For more information about this instrument and other instruments developed for the Falk School Japanese Program, see Donato, R., Antonek, J.L., & Tucker, G.R. (1994). A multiple perspectives analysis of a Japanese FLES program. *Foreign Language Annals, 27* (3), 365-390.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Richard Donato
Associate Professor of Foreign Language Education
Department of Instruction and Learning
University of Pittsburgh
4H33 Forbes Quad
Pittsburgh, PA 15260
(412) 624-7248
donato@vms.cis.pitt.edu

Language and Culture Questionnaire: Japanese

Availability: Unrestricted
Current Users: Falk School Japanese Program, Pittsburgh, PA
Type of FL Program: FLES
Intended Grade Level: K-5
Intended Test Use: Program evaluation
Skills Tested: Attitude, culture
Test Author: Richard Donato et al.
Publication Date: 1994
Test Cost: Available at cost
Test Length: K-2—10 questions. 3-4—17 questions. 5—22 questions and open-ended response
Test Materials: Questionnaire
Test Format: Likert scale, multiple-choice responses, open-ended questions
Scoring Method: Compilation of responses

Description: This age-appropriate language and culture questionnaire gathers information about topics such as student attitudes toward school in general and the study of Japanese in particular. Three versions of the questionnaire were written to accommodate learners' attention spans and reading ability.

Test Development and Technical Information: The questionnaire was developed in order to evaluate an experimental Japanese FLES program. It was adapted from a similar questionnaire written by Gardner and Smythe in 1981. This instrument was used in conjunction with four other instruments cited in this bibliography: *Prochievement Interview Procedure: Japanese, JFL Teacher Questionnaire: Japanese Program, Parent Questionnaire: Japanese Program,* and *Teacher Questionnaire: Attitudes Towards the Japanese Program.* For more information about this instrument and other instruments developed for the Falk School Japanese Program, see Donato, R., Antonek, J.L., & Tucker, G.R. (1994). A multiple perspectives analysis of a Japanese FLES program. *Foreign Language Annals, 27* (3), 365-390.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Richard Donato
Associate Professor of Foreign Language Education
Department of Instruction and Learning
University of Pittsburgh
4H33 Forbes Quad
Pittsburgh, PA 15260
(412) 624-7248
donato@vms.cis.pitt.edu

Parent Questionnaire: Japanese Program

Availability:	Unrestricted
Current Users:	Falk School Japanese Program, Pittsburgh, PA
Type of FL Program:	FLES
Intended Grade Level:	K-6
Intended Test Use:	Program evaluation
Skills Tested:	Parents' attitudes
Test Author:	Richard Donato et al.
Publication Date:	1994
Test Cost:	Available at cost
Test Length:	Not reported
Test Materials:	Questionnaire
Test Format:	Multiple-choice, open-ended questions, rank ordering, yes/no questions
Scoring Method:	Compilation of responses

Description: This questionnaire for parents of students in a Japanese language program collects basic information about topics such as previous language study, parents' encouragement of their child's study, their awareness of their child's progress in the language and culture, and their satisfaction with the program.

Test Development and Technical Information: The questionnaire was developed in order to evaluate an experimental Japanese FLES program. This instrument was used in conjunction with four other instruments cited in this bibliography: *Prochievement Interview Procedure: Japanese, JFL Teacher Questionaire: Japanese Program, Language and Culture Questionnaire: Japanese,* and *Teacher Questionnaire: Attitudes Towards the Japanese Program.* For more information about this instrument and other instruments developed for the Falk School Japanese Program, see Donato, R., Antonek, J.L., & Tucker, G.R. (1994). A multiple perspectives analysis of a Japanese FLES program. *Foreign Language Annals, 27* (3), 365-390.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Richard Donato
Associate Professor of Foreign Language Education
Department of Instruction and Learning
University of Pittsburgh
4H33 Forbes Quad
Pittsburgh, PA 15260
(412) 624-7248
donato@vms.cis.pitt.edu

Teacher Questionnaire: Attitudes Towards the Japanese Program

Availability:	Unrestricted
Current Users:	Falk School Japanese Program, Pittsburgh, PA
Type of FL Program:	FLES
Intended Grade Level:	K-5
Intended Test Use:	Program evaluation
Skills Tested:	Teachers' attitudes
Test Author:	Richard Donato et al.
Publication Date:	1994
Test Cost:	Available at cost
Test Length:	Not reported
Test Materials:	Questionnaire
Test Format:	Questionnaire
Scoring Method:	Compilation of responses

Description: This questionnaire collects information about how the non-foreign-language teachers feel about the introduction of a FLES program, their perceptions of students' reactions to it, ways in which they integrated material from the program into their own content classes, and their recommendations for the continuation of the program in future years.

Test Development and Technical Information: The questionnaire was developed in order to evaluate an experimental Japanese FLES program. This instrument was used in conjunction with four other instruments cited in this bibliography: *Prochievement Interview Procedure: Japanese, JFL Teacher Questionnaire: Japanese Program, Language and Culture Questionnaire: Japanese,* and *Parent Questionnaire: Japanese Program.* For more information about this instrument and other instruments developed for the Falk School Japanese Program, see Donato, R., Antonek, J.L., & Tucker, G.R. (1994). A multiple perspectives analysis of a Japanese FLES program. Foreign Language Annals, 27 (3), 365-390.

Parallel Versions in Other Languages: none

Contact Address:
Dr. Richard Donato
Associate Professor of Foreign Language Education
Department of Instruction and Learning
University of Pittsburgh
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Pittsburgh, PA 15260
(412) 624-7248
donato@vms.cis.pitt.edu

Part 3:
Classroom Assessment Activities

Oral and Written Assessment Technique

Availability:	Unrestricted
Current Users:	Donald Houghton, Jr.
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Achievement
Skills Tested:	Speaking, listening, reading, writing, grammar
Test Author:	Donald Houghton, Jr.
Publication Date:	Not reported
Test Cost:	Not applicable
Test Length:	Eight to twelve questions answered orally; the teacher may prescribe any number of questions to be answered in writing
Test Materials:	List of questions compiled by teacher
Test Format:	Short-answer questions
Scoring Method:	Score obtained by assessing verbal accuracy, completeness/sophistication of response, evidence of practice and preparation, and written/grammatical accuracy

Description: This technique is divided into two parts: an oral section, in which students answer questions posed to them by their classmates, and a written section, during which students supply written answers to some of the questions that they had prepared for the oral part of the exam. The technique thus comprises listening, speaking, reading, and writing portions. Whatever material has been covered in class during the period for which the students are being assessed is turned into as many questions as possible by the teacher and students. These questions (which may be as many as 60) are compiled in list form and distributed to each student in advance of the test date. The list is reviewed, and each student prepares his/her personalized answers. It is useful to give examples to the students of a basic answer (e.g., "I'm wearing pants") and a more complete answer (e.g., "I'm wearing a shirt that my mom bought me for my birthday and my favorite yellow skirt") so that the more capable students can set higher standards for themselves as they prepare. The assessment procedure that follows is in two parts. The first part requires each student to respond orally to questions posed by classmates; each student in turn comes before the class without any papers and answers questions that classmates have chosen from the pre-established list. The real advantage of this arrangement is that the teacher is free to sit in the back of the classroom, listen to the evaluative process as it is conducted entirely by the students, and take notes and award points unobtrusively. The teacher intervenes only to repeat a question that was pronounced incorrectly, or to tell the student being assessed when she/he has answered enough questions (6-12, depending on the class size and time available). To offset the intimidation factor of coming in front of the class, the students are allowed to pick their own questioners and are told that they may opt to replace two questions. The second part of the process is written; students provide complete sentence answers to a given number of questions from the original list. Again, they are given a certain amount of choice as to which questions to answer (for example, the directions might be to answer any 35 of the 50 questions on the list).

Test Development and Technical Information: This technique was developed by Donald Houghton for use in the classroom.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Mr. Donald Houghton, Jr.
Editor, *Tongues Untied* (A Collaborative Forum of Modern Language Teachers)
George School
Box 4300
Newton, PA 18940
(215) 860-6811
FAX: (215) 579-6604

Voice Mail Oral Proficiency Test

Availability:	Unrestricted
Current Users:	Jonathan Keesling
Type of FL Program:	Middle school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Oral proficiency
Skills Tested:	Speaking, pronunciation
Test Author:	Jonathan Keesling
Publication Date:	1993
Test Cost:	Not applicable
Test Length:	Variable; student may re-record his/her response
Test Materials:	Prepared text for students, voice mail box
Test Format:	Oral reading of text
Scoring Method:	Percentage correct

Description: Students dial the number of a non-dedicated (no phone rings) voice mailbox and read into the phone an assigned text. This system is useful because certain voice mailboxes can hold many responses at a time and can handle several calls simultaneously. Students have the flexibility to call at whatever hour they choose and can listen to their own message and re-record it if they wish. The teacher can listen to the responses as often as needed in order to catch every detail. Certain voice mailboxes can record the date and origin of each call. Note that this teacher has used this technique to assess pronunciation, but many other spontaneous speaking tasks could be assessed as well.

Test Development and Technical Information: Developed as a means of facilitating the testing of speaking and pronunciation skills of the author's students. For further information on how to set up a similar system, please contact Mr. Keesling at the address or telephone number listed below.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Mr. Jonathan Keesling
Spanish Teacher
Western Hills High School
3600 Boston Avenue
Fort Worth, TX 76116
(817) 871-2069

Cube It

Availability:	Unrestricted
Current Users:	Doerfler School Spanish teachers, Milwaukee, WI
Type of FL Program:	FLES
Intended Grade Level:	4-5
Intended Test Use:	Achievement
Skills Tested:	Listening
Test Author:	Barb McDonald
Publication Date:	1992
Test Cost:	Not reported
Test Length:	Up to two items
Test Materials:	3 sets of 10 unifix cubes per student. Each set must be of a different color. For example, blue cubes each have a value of 1; white cubes 10; and green cubes 100.
Test Format:	Game
Scoring Method:	Holistic: satisfactory, unsatisfactory

Description: This assessment game can be used to assess students' comprehension of Spanish numbers and mathematical place values. The teacher has a box with 35 slips of paper in it; each slip has a number on it. The teacher pulls out a slip, says the number twice in Spanish, and gives the students time to put the correct cubes together signifying the number. Each student must form numbers using the correct combination of cubes. For example, to form the number 52, students would connect five white and two blue cubes; to form 374 the student would connect (in the correct order) three green, seven white, and four blue cubes. A student receives a check (satisfactory) for a correct response. The following day, all students who did not receive a check from the previous day have another opportunity to do the number correctly.

Test Development and Technical Information: This technique was developed by Barb McDonald in 1992.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Ms. Barb McDonald
Spanish Teacher
Doerfler School
3014 W. Scott Street
Milwaukee, WI 53215
(414) 645-8600

Setting the Table

Availability:	Unrestricted
Current Users:	Doerfler School Spanish teachers, Milwaukee, WI
Type of FL Program:	FLES
Intended Grade Level:	4-5
Intended Test Use:	Achievement
Skills Tested:	Listening
Test Author:	Barb McDonald
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Varies
Test Materials:	Two sets of laminated place settings with magnets attached to the backs of each piece
Test Format:	Instructions/commands
Scoring Method:	Holistic: excellent, satisfactory, unsatisfactory

Description: After having studied the parts of a place setting in Spanish, students are required to set the table in the order given and in the correct place. For example, the teacher may say (in Spanish), "Put the spoon to the right of the knife. Next, put the napkin on top of the plate," and the student is required to demonstrate his or her comprehension by following the teacher's instructions. Two students can participate at a time. Students do this individually in front of the class using magnetized blackboards. This activity holds the attention of the rest of the students and serves as a review for them. A variation of this test is to have the students correctly set the table in the "American way," then in the manner in which it is done in Hispanic countries.

Test Development and Technical Information: This activity was developed by Barb McDonald to test cultural and linguistic knowledge of students during the 1993-94 school year.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:
Ms. Barb McDonald
Spanish Teacher
Doerfler School
3014 W. Scott Street
Milwaukee, WI 53215
(414) 645-8600

Part 4:
Sample Assessment Instruments

Portfolio Evaluation
Profile of a Bilingual Child 199_ - 199_

Child's Name____________________ (Last) ____________________ (First) Grade Level____________________

District________________School________________Teacher____________________

First Language (L1)________________Second Language (L2)________________Date________________

Curriculum/ Assessment Areas	Does Not Meet Standards		Meets Standards		Exceeds Standards	
Oral Language	L1	L2	L1	L2	L1	L2
Written Language	L1	L2	L1	L2	L1	L2
Reading	L1	L2	L1	L2	L1	L2
Overall Profile Summary	L1	L2	L1	L2	L1	L2

Pieces of Evidence for Curriculum/Assessment Areas

Curriculum/ Assessment Areas	L1	Date Completed	L2	Date Completed
I. Oral Language	1.1________	________	1.10________	________
	1.2________	________	1.20________	________
	1.3________	________	1.30________	________
	1.4________	________	1.40________	________
II. Written Language	2.1________	________	2.10________	________
	2.2________	________	2.20________	________
	2.3________	________	2.30________	________
	2.4________	________	2.40________	________
III. Reading	3.1________	________	3.10________	________
	3.2________	________	3.20________	________
	3.3________	________	3.30________	________
	3.4________	________	3.40________	________

Margo Gottlieb, Illinois Resource Center, 1855 Mt. Prospect Road, Des Plaines, IL 60018

SUMMARY OF A BILINGUAL CHILD'S PORTFOLIO: DEVELOPMENTAL CRITERIA

CHECK THE CRITERIA THAT APPLY TO THE CHILD'S PERFORMANCE IN THE FIRST (L1) AND SECOND (L2) LANGUAGE AS DEMONSTRATED IN THE PORTFOLIO AND MARK THE PORTFOLIO'S OVERALL DEVELOPMENT.

OVERALL DEVELOPMENT:

L1		L2	L1		L2	L1		L2
☐	DOES NOT MEET STANDARDS	☐	☐	MEETS STANDARDS	☐	☐	EXCEEDS STANDARDS	☐

Criteria:

___	demonstrates little creativity, versatility and imagination	___	___	demonstrates considerable creativity, versatility and imagination	___	___	demonstrates wide-range creativity, versatility and imagination	___
___	exhibits few reasoning strategies	___	___	exhibits a variety of reasoning strategies	___	___	exhibits a full repertoire of reasoning strategies	___
___	links skills/ideas/concepts loosely together	___	___	links skills/ideas/concepts and forms meaningful patterns	___	___	integrates knowledge and applies it to new situations	___
___	reflects negative attitude toward learning	___	___	reflects neutral attitude toward learning	___	___	reflects positive attitude toward learning	___
___	reveals intermittent interest in interacting with environment	___	___	reveals sustained interest in interacting with environment	___	___	reveals sophistication in interacting with environment	___
___	appears overwhelmed and frustrated by problems	___	___	seeks immediate solutions to problems	___	___	wrestles with problems and enjoys the challenge	___
___	engages in scattered attempts of self-reflection under guidance	___	___	engages in self-reflection and analysis of learning under guidance	___	___	engages in self-reflection and analysis of learning	___
___	communicates little progress and limited growth	___	___	communicates relative progress and sporadic growth	___	___	communicates clear progress and consistent growth	___
___	involves parents in the learning process only when required to do so	___	___	involves parents in the learning process to a limited extent	___	___	involves parents in the learning process to a great extent	___

Total Score_____

Student Oral Proficiency Rating*

Student's Name______________________ **Grade**__________ **Language Observed**______________________

School______________________ **City**__________________________ **State**______________________

Rated by__________________________________ **Date**______________________

DIRECTIONS: For each of the 5 categories below at the left, mark an "X" across the box that best describes the student's abilities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A. Comprehension	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and in classroom discussion is fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	Use of vocabulary and idioms approximates that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate a native speaker's.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Occasionally makes grammatical or word order errors which do not obscure meaning.	Grammatical usage and word order approximate a native speaker's.

*This form is an adaptation of the Student Oral Language Observation Matrix (SOLOM) developed by the San Jose (California) Unified School District

Development Associates, Inc.
Arlington, Virginia

Signature of rater ______________________________

Student Self Assessment of Foreign Language Performance

Grade ________ Male ______ Female _____

Read the descriptions of tasks that you can do as a result of completing level 1. Check the appropriate areas that indicate how you rate yourself.

Description Language ____________ I can do the following:	Yes (no assistance)	Yes (with assistance)	No	Comments
1. greet someone, and ask the person how does she/he feel.				
2. tell someone my name, where I live, and my age.				
3. tell someone a little information about my family.				
4. question someone if it relates to me, my family, my school.				
5. describe my best friend.				
6. discuss 3 countries where the foreign language is spoken and tell a few interesting points about these countries.				
7. understand and respond to questions asked to me about my name, age, where I live, and the music I like.				
8. read a simple short paragraph if it is about someone who is discussing him/herself, school, or friend.				
9. write a note to a pen pal telling about myself.				
10. write my teacher and describe a typical day from the time I get up to the time I go to bed.				
11. write the correct endings on verbs, when requested, because I understand which endings go with specific subjects.				
12. read, write, and tell the time.				
13. order something in a school store a restaurant a department store.				

14. Describe other tasks that you can perform.

____

____

____

15. Which of the above descriptions are you willing to demonstrate? List in priority order.

____________________ ____________________ ____________________

Prince George's County (MD) Public Schools
Foreign Language Office

Part 5:
Selected Resources

Bibliographies and Test Collections

Educational Testing Service. (1993). *The ETS test collection catalog. Volume 1: Achievement tests and measurement devices* (2nd ed.). Phoenix: Oryx.

This volume lists foreign language tests and other achievement tests that are commercially available and familiar to the Educational Testing Service. Although this volume was published in 1993, the majority of tests date from the 1980s or earlier.

Lapkin, S., Argue, V., & Foley, K.S. (1992). Annotated list of French tests: 1991 update. *The Canadian Modern Language Review, 48* (4), 780-807.

This annotated list contains descriptions of French tests (immersion as well as core French [FLES]) that are currently being used in Canada.

Ontario Ministry of Education. (1980, 1987). *Ontario Assessment Instrument Pool (OAIP), French as a second language, Parts I and II.* Toronto: Ontario Government Publications Centre. (880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada)

This collection of French as a second language assessment instruments was developed by the Ontario Ministry of Education in conjunction with the Ontario Institute for Studies in Education. It provides instruments that measure the French language communication skills of students in core French programs at Grades 6 (FLES) and 10 (middle school sequential foreign language instruction). The collection is composed of assessment instruments involving a large variety of tasks, including speaking and writing exercises, listening tapes, reading passages, and dialogues. Each instrument is referenced to one or more objectives that are listed in an outline of second language communication skills. The instruments are accompanied by suggestions for use with groups of students identified by grade and cumulative number of hours of French as a second language. The estimated difficulty level of each instrument is also included.

Thrond, Mary A. (1994). Meaningful assessment: An annotated bibliography. Unpublished report.

This bibliography contains detailed summaries of recently published articles on assessment. For a copy of the report, write to Mary Thrond, Associate Director for Program, Concordia Language Villages, Concordia College, 901 S. Eighth Street, Moorhead, MN 56562.

Teacher Training for Assessment

Articulation and Achievement Project (a collaborative project of the College Board, The American Council on the Teaching of Foreign Languages, and the New England Network of Academic Alliances in Foreign Languages and Literatures). (1992–).

These organizations have collaborated to develop articulated standards and student achievement levels for foreign language education in Grades 7-14. The work has focused on the crucial student transitions between middle school and high school and from high school to postsecondary education. To add to their articulation framework, which clearly defines learning outcomes for each level, including expectations for cultural and literary competence, the participating faculty have developed and are refining matching classroom assessment strategies. The articulation framework was piloted in 12 secondary and postsecondary sites in New England in the 1993-94 school year. For more information about this project, contact Dr. Donald Reutershan, Foreign Language Consultant, Maine Department of Education, State House Station #23, Augusta, ME 04333.

Association for Supervision and Curriculum Development. (1996). ***Developing performance assessments*** **[Video]. Alexandria, VA: Author. (1250 N. Pitt Street, Alexandria, VA 22314-1453)**

This is a video-based staff development program on authentic assessment. Fundamental principles of developing performance assessments are presented by Grant Wiggins, Jay McTighe, and K. Michael Hibbard. Four components of developing performance assessment are explored: (1) the selection of learning goals and standards to assess; (2) the designing of task activities; (3) the determination of criteria, models, and scoring tools to be used in the evaluation of the tasks; and (4) the review and revision of tasks and scoring tools. Teachers in elementary, middle, and high schools are then shown creating and using performance-based tasks for language arts, science, and mathematics. A facilitator's guide accompanies the video.

Lorenz, E., & Met, M. (1991). ***Assessment in the immersion classroom.*** **Rockville, MD: Montgomery County Public Schools, Division of Academic Skills, Office of Instruction and Program Development. (850 Hungerford Drive, Rockville, MD 20850)**

The purpose of the video tape and manual is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. *Assessment in the Immersion Classroom* is the 10th in a series of video programs and highlights special considerations for immersion teachers while planning for, implementing, and interpreting assessments in the immersion classroom. The program describes how to plan for assessment of content and language, use a variety of assessment tools, and evaluate the effectiveness of instruction.

Northwest Regional Educational Laboratory. (1994). ***Using portfolios in assessment and instruction*** **[Video]. Los Angeles, CA: IOX Assessment Associates. (5301 Beethoven St., Suite 109, Los Angeles, CA 90066)**

This video program is one of 14 video-based instructional packages in NWREL's *Classroom Assessment Training Program.* Intended to help educators understand issues in designing or selecting a portfolio system, the program gives practical suggestions for effective day-to-day use of portfolios. Materials in this instructional program are a video, a trainer's guide and background reading, and camera-ready handouts.

Singer, S. A., Boyer-Johnson, P., Dycus, D., Shipley, K., & Tooley, J. (1993). ***Portfolio assessment in foreign language pilot project.*** **Evansville, IN: Evansville-Vanderburgh School Corporation. (1 SE Ninth Street, 47708)**

This handbook is the result of the combined efforts of Sandra Singer and a number of high school foreign language teachers to develop guidelines for portfolio assessment in Grade 7-12 foreign language classrooms. The purpose of portfolios and examples of how they may be evaluated are also discussed. Sample student contributions, classroom activities, and teacher lesson plans are included along with other helpful information and materials.

Books on Assessment and Assessment Design

Day, E., & Shapson, S. (1996). ***Studies in immersion education.*** **Clevedon, UK: Multilingual Matters. (Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon BS21 7SJ, UK)**

Section I of this collection of research studies on French immersion is particularly interesting for those struggling with the assessment and evaluation of immersion programs. It documents the authors' experiences in developing a systematic approach to evaluation and assessment of French immersion programs in British Columbia, Canada. Sections II and III include studies dealing with curricular and instructional considerations and teacher education and professional development.

Dunning, Roy. (1994). ***French for communication.*** **Bristol, PA: Multilingual Matters.**

This book chronicles the evolution of a British communicative language teaching project at the University of Leicester. This project involved local education agencies, examination boards, advisors, teachers, and researchers in the development of three levels of graded instructional objectives across the ability range in Grades 7-9 and a standardized test for French as a second language. Novel assessment techniques are used.

Escamilla, K., Andrade, A.M., Basurto, A., Ruiz, O.A., & Clay, M.M. (1996). ***Instrumento de observación: de los logros de la lecto-escritura inicial (Spanish observation survey).*** **Portsmouth, NH: Heinemann.**

This book is the culmination of 6 years of work in the development and implementation of Dr. Marie Clay's original observation tasks in Spanish, and in the implementation of early intervention literacy programs in Spanish. The materials, which were developed and field-tested with Spanish-speaking students living in and attending school in the United States, seek to observe and address literacy development in bilingual children. As a whole this work aims to enable bilingual education teachers and others who are working with Spanish-speaking students to better observe children's literacy behaviors and thus improve instruction.

Farr, B., & Trumbull, E. (1997). ***Assessment alternatives for diverse classrooms.*** **Norwood, MA: Christopher Gordon.**

This book provides frameworks for thinking about assessment and related issues and includes real-world examples from the authors' and other educators' experiences. It is intended as a resource for teachers, administrators, professional developers, teacher educators, and policy makers. Equitable education in a diverse society, multicultural instruction, second language learning and bilingualism, and assessment are all addressed as they interrelate.

Genesee, F., & Upshur, J. (1996). ***Classroom-based evaluation in second language education.*** **New York: Cambridge University Press.**

This book emphasizes the value of classroom-based assessment as a tool for improving teaching and learning. The authors have designed this book to help foreign and second language educators plan and carry out effective and comprehensive evaluations in their classrooms. The book consists of three parts. In the first, the authors describe the context of second language evaluation and their approach to it, and how to collect information for evaluation. Part II describes how to collect information using observation, conferences and portfolios, dialogue journals, questionnaires, and interviews. Part III discusses objectives- or classroom-based tests and standardized tests. The book is written in clear, non-technical language, and sample assessments (in English) are provided.

Goodman, K.S., Bird, L.B., & Goodman, Y.A. (1992). *The whole language catalog supplement on authentic assessment.* Santa Rosa, CA: American School Publishers. (1221 Farmer's Lane, Suite C, 95405)

This collection of articles, assessment forms, and procedures is intended to provide whole language classes and those considering shifts toward whole language classes with a sense of what the issues are and what other educators are doing to make assessment authentic, realistic, useful, valid, and fair. Sample assessment methods include descriptive guides and forms for observing student learning, anecdotal records, holistic checklists, learning logs, and portfolios.

Goodman, K.S., Goodman, Y.A., & Hood, W.J. (1989). *The whole language evaluation book.* Portsmouth, NH: Heinemann.

This book consists of articles by whole language teachers on how they carry out assessment in their classrooms. Articles that provide the research and theory base for whole language evaluation are also included. Many of the ideas are applicable to foreign language assessment.

Haigh, R., Boyce, P., Gentile, R., Pulver, C., Rubin, L., & Terry, L. (1995). *Authentic assessment tasks for the intermediate level in French*. Elmont, NY: Proficiency. (18 Lucille Avenue, Elmont, NY 11003)

Lennon, P.A., Moore, D.E., & Aguiar, A.O. (1994). *Authentic assessment for the intermediate level in Spanish*. Elmont, NY: Proficiency. (18 Lucille Avenue, Elmont, NY 11003)

These books are designed for use by teachers who wish to test for proficiency in the second language at the intermediate level. Each test consists of a listening, speaking, reading, and writing section. In addition, the books contain several choices of projects that students may do as part of a portfolio as well as other alternative assessment tools. The tests are designed to correlate with the chapters in *Suivez-Moi* and *Sígueme* (intermediate level texts published by Proficiency Press).

Hall, D. (1995). *Assessing the needs of bilingual pupils: Living in two languages*. London: David Fulton.

This book explores the issues surrounding the educational needs of bilingual students and includes a workbook for teachers and school personnel to facilitate assessing the needs of bilingual pupils. The author presents in detail the rationale and variety of methodologies used for gathering information and formulating questions of and about bilingual students, providing several useful worksheets. Specific advice and guidance are provided to teachers in the development of questionnaires, gathering and collating useful student information, and formulating individual action plans.

Hancock, C. (Ed.). (1994). ***Teaching, testing, and assessment: Making the connection.*** **Lincolnwood, IL: National Textbook.**

This volume of the Northeast Conference Reports explores ways in which foreign language professionals can effectively answer the question: Do my teaching and assessment match? The chapters deal with aspects of the challenge of establishing stronger bonds between the ways we teach and assess foreign language students. An annotated bibliography of recent articles on assessment is also included.

Harp, B. (Ed.). (1994). ***Assessment and evaluation for student-centered learning*** **(2nd ed.). Norwood, MA: Christopher Gordon.**

This text answers many important questions about how the collection of data on student learning and the interpretation of those data should be handled. The book begins with an examination of the basic principles of whole language instruction, assessment, and evaluation. Past assessment practices are examined and guiding principles for future practice are offered. Sample assessment instruments and techniques and suggestions for assessment in a variety of classroom settings are examined.

Herman, J.L., Aschbacher, P., & Winters, L. (1992). ***A practical guide to alternative assessment.*** **Alexandria, VA: Association for Supervision and Curriculum Development. (1250 North Pitt Street, 22314)**

This book guides teachers in the creation and use of alternative measures of student achievement. A systematic integrative and iterative process model is presented, which links assessment with curriculum and instruction based on contemporary theories of learning and cognition. The purposes of assessment are reviewed and a substantive rational for using alternative measurements is provided. Although the guide does not directly address foreign language issues, much of the information is applicable to foreign language assessment.

Hill, B.C., & Ruptic, C. (1994). ***Practical aspects of authentic assessment: Putting the pieces together.*** **Norwood, MA: Chistopher Gordon. (480 Washington Street, 02062)**

The focus of this text is on specific and practical aspects of assessment and evaluation in elementary classrooms. The authors explain how to collect and record information from multiple sources on an ongoing basis (e.g., portfolios). Over 120 reproducible forms are included.

Law, B., & Eckes, M. (1996). ***Assessment and ESL: On the yellow big road to the withered of Oz.*** **Winnipeg, Manitoba, CA: Peguis. (100-318 McDermott Avenue, Winnipeg, Manitoba, Canada, R3A OA2).**

Although this book discusses English as a second language assessment, it has much that is equally useful for foreign language teachers. Many of the basic issues of alternative assessment are discussed. The following are of particular interest to the foreign language educator: why ongoing, observation-based assessment makes sense when evaluating students who are acquiring a new language; how to look through the errors to identify what students know; how to collect and record information by observing the product and the process and by using traditional assessment tools; and how to present the information. In addition to exploring both the theory and practice of alternative assessment, this book is full of work samples, ideas, organizers, and personal experiences that all readers can use or draw inspiration from for their own situations.

Lennon, P., & Moore, D.E. (1995). *Portfolio assessment tasks for the beginning level.* Elmont, NY: Proficiency.

This book presents a collection of assessment tools for the beginning level, including evaluation sheets and rubrics. It is designed to compliment *The Foreign Language Teacher's Handbook* (available from the same publisher), which provides assessments for listening and reading. Many different authentic assessment speaking and writing tasks for each topic are provided. All tasks require students to react or answer as if they were in the real world. Various possibilities for items to be inserted into the portfolio being developed for the individual student are provided.

Lipton, G.C. (Ed.) (1996). *Evaluating FLES* programs.* National FLES* Commission Report. Champaign, IL: American Association of Teachers of French (AATF). (57 E. Armory Drive, Champaign, IL 61820)

In this report, the contributors deal with a number of difficult issues: how to evaluate all kinds of FLES* programs, student performance in the foreign language, teacher performance, school and community reaction to the program, and the purpose of evaluation. The following articles appear: "Using Class Quizzes to Promote the Linguistic Accuracy of Younger Learners" (Valette, R.), "Louisiana Evaluation Project for Elementary Level Foreign Language Students" (Singer, M.), "Qu'est-ce que c'est que le Grand Concours au niveau FLES*?" (Miller, E.), "A Kaleidoscope of Discovery: A Sequential FLES Program in the Rutherford (NJ) School District" (Saxon, H.), "Sampling Language and Culture in FLEX: ICAL Extended" (Kennedy, D., Pineiro, M.), "Making the Grade: Continuous Evaluation in the FLES* Classroom" (Regan-Baker, M.), "The FLES Program Evaluation Inventory (FPEI)" (Heining-Boynton, A.L.), "A Selected, Annotated Bibliography for Use in FLES* Assessment: From Student to Program Evaluation" (Kurk, K.), "Listening Tests" (Lucietto, L.), and "Selected Bibliography" (Eastwick, J., Tomlison, E.). In addition, excerpts from a comprehension evaluation report from Quebec ("Evaluation des Programmes d'Etudes: Rapport global, Français, langue seconde, 6e primaire"), published in 1991, is included.

Maillot-Bernard, I., & Cashman, D.M. (Eds.). (1990). ***Canada's languages: A time to reevaluate*** **(Proceedings of the 1988 Official Languages Education Conference). Winnipeg, Manitoba: Canadian Association of Second Language Teachers.**

This volume of conference proceedings includes a number of articles of interest: "Performance-Oriented Assessment in Core French" (Brigit Harley) and "Oral Communicative Achievement Testing in the Core French Program" (Nancy Pynch-Worthylake), among others. Copies of this volume and other materials dealing with language teaching and assessment may be obtained by contacting the Canadian Association of Second Language Teachers, 1574 Main Street, Winnipeg, Manitoba, R2W 5J8 Canada.

O'Malley, J.M., & Pierce, L. V. (1996). ***Authentic assessment for English language learners: Practical approaches for teachers*****. Reading, MA: Addison-Wesley.**

Although this text was written with teachers of English language learners in mind, many of the ideas and sample assessments will work equally well in the second language classroom. The book provides teachers with approaches for using authentic assessment and for applying the results of assessment to instruction. A broad array of interesting and useful assessment techniques and samples are included. Assessment is seen as authentic when it reflects and is in harmony with good classroom instruction. Authentic assessment tasks are fully integrated into the instructional activities and have real-world value.

Selected Papers/Articles/Chapters on Assessment

d'Anglejan, A., Harley, B., & Shapson, S. (1990). Student evaluation in a multidimensional core French curriculum. ***Canadian Modern Language Review, 47*** **(1), 106-24.**

Many basic concepts in evaluation are reviewed as the authors try to identify the most effective evaluative strategies for core French classes (sequential French instruction, similar to American FLES classes). Formative and summative testing, validity, reliability, and closed versus open-ended formats are reviewed along with other useful concepts.

Baker, E.L. (1994). Making performance assessment work: The road ahead. ***Educational Leadership, 51*** **(6), 58-62.**

This article talks about the collective (establishing national standards) and individual responsibilities of foreign language professionals. On both an individual and national

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scale we are faced with two challenges: determining the form of assessment according to purpose and evaluating the quality of the assessment tool or practice.

Boykin, K. (1991). Creative writing testing. In R.M. Terry (Ed.), *Acting on priorities: A commitment to excellence. Dimension: Languages '90*. Valdosta, GA: Southern Conference on Language Teaching. (ERIC Document Reproduction Service No. ED 348 850)

By being creative in preparing tests and by allowing creativity on the part of the students, teachers can incorporate many of the principles associated with proficiency-oriented instruction into a traditional testing format. The testing strategies suggested in this article are based on four premises: 1) testing in context is better than testing with a series of unrelated discrete items; 2) students prefer contexts that are familiar to them; 3) vocabulary assessment without lists of words to be translated is good; and 4) today's students respond well to visual stimuli. The author includes a bibliography of articles that support these premises.

Caouette, L. (1994). *French as a second language. Samples of students' work: Performance criteria accompanied by illustrations of students' performance.* Edmonton, AL: Alberta Department of Education, Languages Services Branch. (Available from Learning Resources Distributing Center, 12360 142 Street, Edmonton, Alberta, T5L 4X9, Canada)

This document provides descriptions of standards for assessing students' skills in French as a second language, accompanied by samples of student work in the four language skills (listening, reading, writing, and speaking) at each of nine competency levels. Basic principles for the reporting of student progress and instructions for using included samples to assess student work are outlined in the introduction. Criteria specific to each language skill and examples of student work are detailed in the following four sections.

Clementi, D., & Sandrock, P. (1994). Putting our proficiency orientation into practice through meaningful assessment. In *Report of Central States Conference on the Teaching of Foreign Languages* (pp. 91-102). Lincolnwood, IL: National Textbook.

The difficult question of how to put performance-based assessment into practice in the language learning process is discussed. Guidelines and frameworks for assessment are presented based on the premise that teachers find focus in the curriculum and students find focus in assessment. A three-pronged assessment framework, including a thematic unit, a portfolio snapshot, and summative evaluation are proposed.

Foreign language assessment in the elementary school. (1991-92, Winter). ***FLES News*****, p. 3.**

Guidelines for effective assessment, developed by participants in the Foreign Language in the Elementary School Symposium (December 14-15, 1991, Center for Applied Linguistics) for future assessment work, are listed. These guidelines are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts.

Genesee, F. Assessment alternatives. (1994, October/November). ***TESOL Matters*****, p. 3.**

Outlines the history, focus, and use of traditional standardized testing in the field of language teaching in light of the recent movement toward alternative assessment. Concludes that standardized testing has its place, but alternative approaches allow teachers to focus on areas where traditional tests have been deficient.

Harley, B., et al. (1990). ***National core French study: The evaluation syllabus*****. Ottawa, Ontario: Canadian Association of Second Language Teachers. (ERIC Reproduction Service No. ED 338 028)**

This teaching guide discusses options in student evaluation. In the first section, basic concepts in evaluation are outlined. The second section examines common test formats, the third discusses observation and record-keeping, and the fourth focuses on self-report evaluation techniques. Appendices include annotated bibliographies on language testing and alternative methods of student evaluation. This guide is a segment of a report by the National Core French Study that developed four syllabuses and assessed their applicability in Core French classes in Canadian elementary and secondary schools.

Heining-Boyton, A.L. (1990). The development and testing of the FLES program evaluation inventory. ***The Modern Language Journal*****,** ***74*****, 432-39.**

Discusses both historical and contemporary shortcomings of FLES programs and the need for reliable program evaluation tools. Describes the development of the FPEI (FLES Program Evaluation Inventory) and its use in a pilot study. Sample forms are included. (Note: The FPEI is described in this bibliography.)

Hendrickson, J.M. (1992). Creating listening and speaking prochievement tests. ***Hispania*****,** ***75*** **(5), 1326-31.**

This article briefly outlines the characteristics of achievement and proficiency tests, then introduces prochievement tests, hybrids of proficiency and achievement tests. These hybrids assess students' linguistic and communicative competence and provide a means for formative evaluation of student progress. The author describes how Spanish listening comprehension and speaking proficiency may be assessed by creating listening/oral proficiency test formats. Suggestions for scoring such tests are also provided.

Herman, J.L., & Winters, L. (1994). Portfolio research: A slim collection. *Educational Leadership, 52* (2), 48-54.

A review of the literature on the effectiveness of portfolios as an assessment tool shows that there is very little evidence to date. Most articles explain the rationale for portfolio assessment; present ideas and models for how portfolios should be constituted and used; or share details of how portfolios have been implemented in a particular class, school, district, or state. Relatively absent is attention to technical quality, to serious indicators of impact, or to rigorous testing of assumptions. The authors do conclude, however, that the use of portfolios has a positive effect on instruction and learning, and efforts can be made to overcome technical and empirical issues.

Hewitt, C.B., Ryan, J.M., & Kuhs, T.M. (1993). Assessment of student learning in foreign language. Columbia, SC: South Carolina Center for Excellence in the Assessment of Student Learning. (ERIC Document Reproduction Service No. ED 358 162)

As part of a series of documents on assessment of student learning in various school curriculum areas, this report describes assessment of student learning in the foreign language classroom in South Carolina. The report begins with an overview of current curriculum goals in foreign language education and the status of assessment practices in this area. Subsequent sections describe methods of assessing foreign language learning in listening, speaking, reading, writing, and culture. The manner in which curriculum, instruction, and assessment are combined and the relative interest in each differ by grade level.

Jackson, C. W., Masters-Wicks, K., Phillips, J. K., & Reutershan, D. H. (1996). *Articulation and achievement: Connecting standards, performance, and assessment.* New York, NY: The College Board. (Publications Customer Service, 45 Columbus Avenue, 10023-6992)

This report presents the results of the Articulation and Achievement Project: The Challenge of the 1990's in Foreign Language Education, a regional project spanning the six New England states. The project team developed articulated classroom-based standards and student achievement levels for Grades 7-14. Included in this report are classroom assessments linked to a holistic scoring rubric that rates a student's overall performance. Chapter 3 describes and illustrates assessment strategies. Appendix A provides portfolio templates for each stage of the *learning outcomes framework.* Appendices B and C describe the project's assessment program and provide sample assessment activities. Appendix D provides student benchmarks at each stage, and the national *Standards for Foreign Language Learning* can be found in Appendix E.

Lindholm, K. (1994, April). *Standardized achievement tests vs. alternative assessment: Are results complementary or contradictory?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (For a copy of this paper, please contact the author at School of Education, San Jose State University, One Washington Square, San Jose, CA 95192-0074.)

This paper reports on the results of a study that compared and contrasted a traditional achievement approach with an alternative assessment approach in evaluating the progress in reading by native English-speaking and native Spanish-speaking students in Grades 1/2 and 3/4 in a two-way immersion program. Data included a standardized reading achievement score, a teacher-rated reading rubric score, a student rating of reading competence, and parent frequency of reading to child at home. The results are discussed in terms of the complementary roles played by standardized and alternative assessment approaches.

Lipton, G.C. (1992). *Elementary foreign language programs—FLES*: An administrator's handbook.* Lincolnwood, IL: National Textbook.

Chapter 9 of this guide to the variety of foreign language programs in U.S. elementary schools addresses the question of program evaluation. The author gives recommendations or criteria for evaluating the teacher, student progress, FLES* programs (including the FLES* Scale for Overall Assessment of FLES* Programs), the characteristics of effective FLES* programs, a self-evaluation questionnaire for the FLES* administrator, and evaluation of FLES* instructional materials.

Liskin-Gasparro, J. (1996). Assessment: From content standards to student performance. In R. Lafayette (Ed.), *National standards: A catalyst for reform.* Lincolnwood, IL: National Textbook.

Foreign language assessment is discussed as it relates to the national standards. A history of foreign language assessment is presented, followed by a discussion of new assessment models and their characteristics and the issues they entail. Excellent examples of assessment tasks and case studies are used to show how the new standards can be related to both learning and assessment.

Navarrete, C., Welch, J., Nelson, C., Martinez, R., & Hargell, G. (1990). *Informal assessment in educational evaluation: Implications for bilingual education programs.* Washington, DC: National Clearinghouse for Bilingual Education. (ERIC Reproduction Service No. ED 337 041)

Given the middle-class majority bias of standardized tests, arguments are given for using alternative, supplemental forms of assessment in bilingual education programs.

Techniques can easily be incorporated into classroom routines and learning activities and may be unstructured (e.g., writing samples, homework, journals, games, debates) or structured (e.g., checklists, cloze tests, rating scales, questionnaires, structured interviews). Guidelines for using such assessments are suggested and include scoring procedures, general impression marking, or error patterns. Another technique, student portfolios, is described as well. The authors conclude that informal assessment techniques are the most useful in providing continuous, ongoing measurement of student progress necessary for formative evaluation and the planning of instructional strategies.

Oregon State Department of Education.(1995). *Developing second language in the elementary grades.* Salem, OR: Department of Curriculum, Instruction and Field Services. (ERIC Document Reproduction Service No. ED 391 377)

This manual is designed to assist elementary school program and curriculum designers in creating, administering, and assessing/evaluating second language programs. It includes descriptive data about currently existing programs and criteria for evaluating language proficiency. Of particular interest is a second language scoring guide for communication of messages, interviews, narration, and skit performance.

Padilla, A., Aninao, J., & Hyekyung, S. (1996). Development and implementation of student portfolios in foreign language programs. *Foreign Language Annals, 29,* 429-38.

This article discusses issues related to portfolio development and use in assessing language learning. Teachers involved in an evaluation project of less commonly taught languages (Japanese, Chinese, Korean, and Russian) at different levels (elementary and secondary) collaborated in the design and implementation of student portfolios to observe growth in foreign language proficiency. Portfolio contents were analyzed to determine their usability in determining foreign language learning. The analysis showed that many factors need to be considered by teachers in deciding on content and objectives of the portfolio. A series of recommendations for foreign language educators interested in using portfolios to document their students' progress in language learning conclude this informative discussion.

Phillips, J.K. (1995). Testing. In V. Galloway & C. Herron (Eds.), *Research within reach II: Research-guided responses to the concerns of foreign language teachers*. Valdosta, GA: Southern Conference on Language Teaching. (Available from Southern Conference on Language Teaching, Valdosta State University, Valdosta, GA 31698). (ERIC Reproduction No. ED 384 237)

This chapter in an excellent publication addresses 10 common questions that foreign language teachers ask about testing. Topics covered include alternative assessment, achievement/proficiency/prochievement tests, assessing grammar in a communicative context, assessing speaking skills in a large class, assessing listening comprehension without a lab, criteria for grading open-ended speaking and writing tasks, testing culture, special testing techniques most useful in FLES programs, and the types of assessments that can be easily modified for learning disabled students. Explanations are illustrated with clear examples.

Ralph, E. (1994). Teaching to the test: Principles of authentic assessment for second-language education. *Mosaic, 1* (4), 9-13.

This article supports the idea that second language teachers should "teach to the test," provided that such tests meet the criteria of authentic assessment. Authentic assessment is defined and four key principles are given. First, authentic assessment is based on current learning theories related to cognitivist developmentalist assumptions. Assessment/learning tasks related to these assumptions engage the students in age-, level-, and interest-appropriate functional/notional scenarios. Second, components of teaching, learning, and assessment are considered as a whole. Third, the performance tasks have an appropriate blend of language experience and language study. Fourth, the assessment process should produce accurate results to permit fair decisions and conclusions to be drawn about student performance.

Rhodes, N.C., Rosenbusch, M.H., & Thompson, L. (1996). Foreign languages: Instruments, techniques, and standards. In G. Phye (Ed.), *Handbook of classroom assessment: Learning, adjustment, and achievement.* San Diego, CA: Academic.

This chapter provides a brief overview of foreign language assessment in elementary and secondary schools, discusses a variety of assessment practices, and provide samples of alternative and standardized instruments in use in schools today. A final section discusses the impact of foreign language standards on instruction and assessment. *(Note: The volume in which this chapter appears has much that is applicable to the foreign language classroom.)*

Robison, R.E. (1992). (1992). Developing practical speaking tests for the foreign language classroom: A small group approach. *Foreign Language Annals, 25,* 487-96.

The Columbus (OH) Public Schools Level I Foreign Language Oral Assessment Project is reported. Using a small-group or team approach, the oral production of large numbers of students can be evaluated quickly and efficiently with brief, real-life examples from the body of tasks students have previously been assigned. (Note: See entry in this bibliography.)

Rudner, L.M., & Boston, C. (1994). Performance assessment. *The ERIC Review, 3* (1), 2-12. (To obtain a copy of this issue, call 1-800-538-3742.)

This article provides basic definitions of types of assessment. The entire issue, in fact, is useful for foreign language teachers, because it contains information on alternative and performance-based assessment and lists resources.

Shohamy, E. (1992). Beyond proficiency testing: A diagnostic feedback testing model for assessing foreign language learning. *Modern Language Journal, 76* (4), 513-21.

The author describes a testing model that has been implemented by 10 schools teaching Hebrew as a second language in the United States and Canada. The background for and rationale of the model as well as a description of its components, processes, operations, and applications are provided.

State of Connecticut, Department of Education. (1997). *Connecticut World Languages Curriculum Guide.* Hartford, CT: State of Connecticut Department of Education. (165 Capitol Avenue, Hartford, CT 06106-2219)

This guide was developed over a two-year period in response to the Goals 2000 initiative. After reviewing the *Standards for Foreign Language Learning* document and other sources, a set of five program goals and accompanying standards were developed by a committee of educators from across the state. Of particular interest in this document is chapter 2, which deals with grade cluster performance standards (K-4, 5-8, 9-12). These performance standards are illustrated by sample learning activities and prototype assessments. This entire document is available on-line (http://csde.aces.k12.ct.us).

Thorogood, J. (1992). *Continuous assessment and recording. Pathfinder 13.* London, UK: Centre for Information on Language Teaching and Research. (ERIC Reproduction Service No. ED 352 819)

This volume is a sequel to *Recording Progress (Pathfinder 1).* It restates the principles of recording for continuous assessment outlined in the earlier volume and describes the British system originally adopted to implement those principles. This document focuses mainly on the importance of integrating planning, teaching, and assessment. The author provides descriptions and examples of ways to involve students in their own assessment and recording of progress. How to cope with the challenge of continuous assessment, record students' performance, and report progress using a periodic review sheet are also explained.

Tucker, G.R., Donato, R., & Antonek, J. (1996). Documenting growth in a Japanese FLES program. *Foreign Language Annals*, *29* (4), 539-550.

The implementation and continuing documentation of a Japanese second language program in a laboratory elementary school at the University of Pittsburgh (PA) are the focus of this article. The authors describe the curriculum structure and instructional strategies implemented for the program's first two years and discuss the results of student assessments and student, teacher, and parent surveys. Documentation instruments, data collection procedures, and results—including vocabulary testing, oral interviews, learner questionnaires, teacher assessments of students' language development, parent questionnaires, and comments by the Japanese and other primary teachers at the school—are described in detail.

Resources on the Internet

There are many good resources on assessment and evaluation on the Internet, but there is no site uniquely devoted to foreign language assessment. The following is a short list, but each site listed offers numerous links to other potential resources. We also recommend that you do a general search of the Internet on assessment. Sites and resources change on a daily basis.

Association of Language Testers in Europe (ALTE) —This association offers a very interesting webpage that includes descriptions of their framework of three levels of proficiency, along with descriptions of examinations available in Catalan, Danish, English, French, German, Irish, Italian, Portuguese, and Spanish. Inquiries can be made directly to ALTE via an "ALTE Enquiry Form" feature. (http://www.edunet.com/alte/alte.toc.html)

Buros Institute of Mental Measurements offers information about their publications (*Tests in Print* series) as well as a highly useful "Test Locator" (jointly offered by Buros, Educational Testing Service, Pro-Ed Publishers, and ERIC/AE) and "Test Review Locator." Once you locate the test reviews that you want, they will fax them to you. (http://www.unl.edu/buros)

Connecticut Department of Education has a very exciting and valuable website featuring their student/educator exchange program and their new *World Languages Curriculum Guide* (draft), which is based on five goals: "[to] communicate in languages other than English, gain knowledge and understanding of other cultures, make connections with other disciplines and acquire information, understand the nature of language and cultures through comparison, and participate in multilingual communities and global societies." By clicking on each standard and in turn on performance standards, sample assessments for Grades K-4, 5-8, and 9-12 may be found. Illustrative learning activities and samples are also accessible. (http://csde.aces.k12.ct.us/)

ERIC Clearinghouse on Assessment and Evaluation offers many links to other websites around the world, including LTEST-L (discussion list of the International Language Testing Association) and K12 ASSESS-L (issues related to educational assessment). They also link to the home pages of a number of research organizations interested in assessment, such as National Center for Research on Evaluation, Standards, and Student Testing (CRESST). They also provide a number of articles on assessment and a test locator service (see Buros Institute above). (http://ericae2.educ.cua.edu)

Language Australia: The National Languages and Literacy Institute is Australia's premier language planning and research organization. Largely funded by the federal government, it works closely with the federal and state governments on language and literacy research and on the development and implementation of language and literacy policies. Through the Internet, they offer a database of information on language education issues (including assessment). The best place to start is their home page (http://sunsite.anu.edu.au/language-australia). For information about assessment projects, try the Language Australia Language Testing Research Centre at the University of Melbourne. (http://www.arts.unimelb.edu.au/Dept/LTRC/LTRC.html)

Phoenix Elementary School: Bilingual Resources, LISTSERVS, and Links to Schools and Projects has an impressive website packed with information and lists of resources for bilingual and EFL/ESL/FLES educators. Through this webpage, you can access lists of on-line projects and link to listservs and bilingual programs and schools across the United States. This site is part of an ongoing effort to provide information on strategies, assessment, current issues, projects, and means of networking to teachers who work in regions lacking in-depth local resources (http://www.mind.net/pes/cuarto/bauer/bauer3.html). The site also includes a complete description of the two-way immersion program at Phoenix Elementary School in Phoenix, Oregon (http://www.mind.net/pes/bilingual/programla.html), interactive internet projects, and classroom vignettes. Charlie Bauer, who maintains the site, is the fourth grade two-way immersion teacher at the school and also a project associate of the Oregon Teacher Network (http://otn.uoregon.edu).

University of Surrey (Surrey, England) offers an interesting and informative review of available resources, "Language Tester's Guide to Cyberspace," and provides links to other sites concerned with language testing. (http://www.surrey.ac.uk/ELI/ltr.html)

Assessment Guidelines and Resources from Australia

Editor's Note: New to the bibliography in 1997 are a number of materials widely used by foreign language teachers in Australia. Because of their interrelated nature, we have chosen to describe them together in this special section, rather than in the regular resources section. This history of assessment approaches in Australia is quite different from that of the United States. Standardized tests are rarely used. Approaches to assessment (both formative and summative) focus on assessing students' performance on a range of tasks, generally involving an integration of macroskills. Assessment is rarely discussed in isolation, but rather is part of an integrated curriculum.

***Curriculum and Standards Framework*. (1995). Carlton, Victoria, Australia: Victoria Board of Studies. (St. Nicholas Place, 15 Pelham Street, Carlton, Victoria 3053 Australia, telephone (03) 9651 4300)**

This document is a model of the types of syllabus and assessment materials used in LOTE (languages other than English) throughout Australia. It is based on a nationally used document, *A Profile for LOTE in Australian Schools* (1994, Curriculum Corporation). It presents the curriculum focus and learning outcomes for levels 1-7 for listening, speaking, reading, and writing.

***Languages other than English (LOTE) compendium of assessment advice for school-assessed CATs and examination CATs 1996*. (1996). Carlton, Victoria, Australia: Victoria Board of Studies.**

This compendium gives specific criteria for common assessment tasks (CATs) for languages other than English (LOTE) as taught in Australia. There are three basic types of CATs: discourse creation (assessed at the school), oral examinations, and written examinations. Examples of assessment tasks for each of these CATs are provided along with advice specific to different languages and scoring criteria. Note that assessment tasks are appropriate for middle or secondary school and are program specific.

***National curriculum guidelines*. (1992-94). Carlton, Victoria, Australia: Curriculum Corporation.**

A number of curriculum materials have been written for Chinese, Japanese, Indonesian, Italian, and other foreign languages, based on the Australian Language Level (ALL) Guidelines. These documents provide specific examples of assessment schemes for the various languages. Most of the techniques described are adaptable to any second language.

National Languages and Literacy Institute of Australia (NLLIA) Language Testing Research Center (LTRC). (1997). Second language assessment video series. Melbourne, Australia: NLLIA. (NLLIA Publications, GPO Box 372 F, Melbourne, Victoria 3001)

This innovative video series is the product of a joint effort of the National Languages and Literacy Institute of Australia, Language Testing Resource Centre and the Multimedia Unit at the University of Melbourne. The videos make assessment issues, tools, and techniques more accessible to language teachers. This series draws on a variety of Australian testing and assessment contexts and covers a variety of assessment procedures for languages other than English (LOTE) and ESL in primary and secondary schools (public and private), tertiary institutions, Adult Migrant Education Services, and workplace settings. The range of tests and assessments is very comprehensive. Of particular interest are the National Australia Bank Language Certificates and Australian Second Language Proficiency Ratings. Six 20-minute videos cover the following themes: second language assessment, stages of test development, objective and subjective assessment, stages of test analysis, performance assessment, and classroom-based assessment.

Scarino, A., Vale, D., McKay, P., & Clark, J. (1989). *The Australian language level (ALL) guidelines, Books 1,2,3, and 4*. Canberra, Australia: Curriculum Development Centre. (Available from Curriculum Corporation, 141 Rathdowne Street, Carlton, Victoria 3053 Australia, telephone (613) 9639 0699)

These guidelines have been very influential in Australia. They have guided the development of language-specific guidelines and curriculum outlines and are used broadly by individual foreign language teachers across Australia. The guidelines provide staged goals and objectives for foreign language teaching in Grades K-12 and suggestions for assessment and evaluation. Book 1, *Language Learning in Australia*, provides a philosophical backdrop for the guidelines and describes the eight principles to guide the teaching/learning process, the goals of language learning, and the framework for the stages. Book 2, *Syllabus Development and Programming*, defines syllabus organization and content, gives an overview of syllabus development, and discusses issues related to programming. Book 3, *Method, Resources, and Assessment*, defines a learner-centered approach, discusses resources in terms of their selection, adaption, creation, and types, and gives recommendations for assessment. Specifically, the assessment section gives the context for developing assessment procedures, the purposes and content of assessment, methods of assessment (includes formative, summative, student involvement, reporting performance, and planning assessment schemes), developing assessment activities and exercises, and judging performance in activities. Book 4, *Evaluation, Curriculum Renewal, and Teacher Development*, includes excellent questionnaires that can be used in evaluating foreign language syllabi, programs, teaching/learning approaches, resources, and assessment schemes.

Vale, D., Scarino, A., & McKay, P. (1991). *Pocket ALL.* Carlton, Victoria, Australia: Curriculum Corporation.

This is a condensed version of the guidelines described above, containing the most important aspects of the four books. The assessment section includes very good examples and suggestions for approaching assessment.

Victorian Certificate of Education (VCE) LOTE study design. **(1994). Carlton, Victoria, Australia: Victoria Board of Studies.**

These study designs are available in a range of languages, including Chinese, classical languages, French, German, Indonesian, and Modern Greek. The study designs provide a foundation for the Victorian Certificate of Education (VCE) courses in modern and classical languages. Each study design consist of four units (levels), each of which includes three areas of study: 1) discourse forms, activities, setting; 2) roles related to topics; and 3) linguistic elements. Each unit also has four work requirements: speaking to inform, focusing on performance, writing, and reorganizing information. Units 3 and 4 include common assessment tasks (CATs).

Part 6:
Selected Commercial Tests

The tests in this section represent a sample of available instruments that are used in a number of foreign language immersion programs. Their inclusion here does not necessarily mean that they are recommended. Note that many of these tests, although they are still in use, date from the 1970s or early 1980s.

For immersion programs, there are a number of commercially available instruments that have been developed in Spanish (and English), and only a few in other languages (see *Basic Inventory of Natural Language,* next page). Immersion programs that teach in a language other than Spanish sometimes translate commercially available tests or simply test for content area skills in English. Language skills are often assessed using non-commercially-available instruments such as those listed earlier in this bibliography. French immersion teachers: see Lapkin, Argue, & Foley (1992), described in the Resources section of this bibliography.

Other than tests that accompany textbook series, no FLES or middle school sequential foreign language program tests are commercially available. These programs rely largely on teacher-made, district-made, or state-made materials to assess students' language proficiency.

Test Title: *Aprenda: La Prueba de Logros en Español*
Publisher: The Psychological Corporation
Address: 555 Academic Court
San Antonio, TX 78204-2498
Telephone: 1-800-228-0752
Publication Date: 1990

Description: This K-8 test is designed for students whose primary language of instruction is Spanish. It parallels the *Stanford Achievement Test Series* in that it assesses primary educational objectives at each grade level.

Test title: *Aprenda: La Prueba de Logros en Español, Segunda Edición (Aprenda 2)*
Publisher: Harcourt Brace Educational Measurement
Address: 555 Academic Court
San Antonio, TX 78204-2498
Telephone: 1-800-211-8378
Publication Date: 1997

Description: This K-12 norm-referenced achievement test is designed for students whose primary language of instruction is Spanish. It parallels its companion English language test, *Stanford Achievement Test Series, Ninth Edition (Stanford 9)* in that it assesses primary educational objectives at each grade level. In addition to multiple-choice items, *Aprenda 2* includes optional open-ended assessments for reading, mathematics, and writing.

Test Title: *Basic Inventory of Natural Language*
Publisher: CHECpoint Systems, Inc.
Address: 1520 N. Waterman Avenue
San Bernardino, CA 92404
Telephone: 1-800-635-1235
Publication Date: 1979, 1987

Description: The BINL is an individually administered test designed to measure oral proficiency in English, with versions available in 32 languages including Chinese, Japanese, Portuguese, Spanish, and Vietnamese. Two forms are available for elementary grades and two for secondary grades. Pictures are used to elicit natural speech, which is then analyzed for fluency, average length of utterance, and level of syntactic complexity. Scores are then classified as non-English (or other language) speaking (NES), limited English speaking (LES), fluent English speaking (FES), and proficient English speaking (PES). The test takes up to 10 minutes to administer.

Test Title: *Bilingual Syntax Measure I/II*
Publisher: The Psychological Corporation
Address: 555 Academic Court
San Antonio, TX 78204-2498
Telephone: 1-800-228-0752
Publication Date: 1975, 1978

Description: The BSM is used to identify students' mastery of basic oral syntactic structures in English and/or Spanish. In both tests, the tester asks a student to respond to questions about pictures. The tester rates the student's speech according to the complexity of linguistic structures used and assigns a rating using a six-level scale. These tests are used in Grades K-12.

Test Title: *BOEHM Test of Basic Concepts, Spanish*
Publisher: The Psychological Corporation
Address: 555 Academic Court
San Antonio, TX 78204-2498
Telephone: 1-800-228-0752
Publication Date: 1986

Description: The BOEHM is used to identify student mastery of basic concepts vital for success in early school achievement. The test, which is administered orally, may be given individually or to small groups. It is used to help identify students who are deficient in certain concept areas. The test is usually administered in Grades K-2.

Test Title: *IDEA Oral Language Proficiency Tests (IPT I and IPT II)*
Publisher: Ballard and Tighe, Inc.
Address: 480 Atlas Street
Brea, CA 92621
Telephone: 1-800-321-4332
Publication Date: 1979 (revised 1990), 1983

Description: These two individually administered tests are used for judging Spanish or English language proficiency (vocabulary, comprehension, syntax, and verbal expression) in Grades pre-K–6 and 7–12, respectively. The tester administers the test until the student has missed a given number of responses: he/she is then placed at that level (six levels of difficulty are defined) and does not continue the test. This test is often used for program placement.

Test Title: *Integrated Assessment System, Language Arts Performance Assessment, Spanish Edition*
Publisher: Harcourt Brace Educational Measurement
Address: 555 Academic Court
San Antonio, TX 78204-2498
Telephone: 1-800-211-8378
Publication Date: 1995

Description: This Grade 1-8 performance-based assessment system allows bilingual program teachers to rate students' abilities to read and write in Spanish. It includes cultural and life experiences of Spanish-speaking students through original reading passages developed in Spanish. The writing component of this assessment system reflects the process approach, leading students through the planning, writing, revising, and editing stages before requiring them to produce a final draft.

Test Title: *La Prueba de Realización*
Publisher: Riverside Publishing Company
Address: 8420 Bryn Mawr Avenue
Chicago, IL 60631
Telephone: 312-693-0040
Publication Date: 1984 (revised 1991)

Description: This is a Spanish version of the "three R's" test, which is used for Grades K-9. (There are different levels of the test for each grade.) Designed to assess content area achievement of students whose native language is Spanish, this test helps determine students' literacy level as well. Subtests of this instrument include reading comprehension, vocabulary, study skills, grammar, punctuation, capitalization, spelling, math computation, math problem solving, social studies, and science.

Test Title: *Language Assessment Scales (LAS-O) 1 and 2*
Publisher: CTB/McGraw-Hill Publishing Company
Address: 20 Ryan Ranch Road
Monterey, CA 93940
Telephone: 1-800-538-9547
Publication Date: 1982 (revised 1990)

Description: These tests are designed to measure the Spanish and/or English oral proficiency of students in Grades 2-6 and 7-12, respectively. The test consists of two components: oral language and pronunciation. The subsections of the oral language component are vocabulary, listening comprehension, and story retelling. The pronunciation component consists of two subsections: minimal sound pairs and phonemes. The tests are administered to students individually. Both long and short forms of the LAS-O are available depending on the needs of the school district. Both forms of the LAS-O use the same pronunciation component.

Test Title: *Language Assessment Scales (LAS-R/W)*
Publisher: CTB/McGraw-Hill Publishing Company
Address: 20 Ryan Ranch Road
Monterey, CA 93940
Telephone: 1-800-538-9547
Publication Date: 1988 (revised 1993-94)

Description: This group-administered test is used to place or reclassify students by measuring Spanish and/or English reading and writing skills necessary for functioning in an academic environment. There are three levels of the test, which cover Grades 2-11. Two forms of the test are available at each level, so pre- and post-testing are possible.

Test Title: *Pre-IPT*
Publisher: Ballard and Tighe, Inc.
Address: 480 Atlas Street
Brea, CA 92621
Telephone: 1-800-321-4332
Publication Date: 1989

Description: This test is used with children ages 3-5 to assess four areas of Spanish and/or English language proficiency: vocabulary, comprehension, syntax, and verbal expression. Like the IPT, the Pre-IPT is administered until the child's level is identified by the number of errors he/she has made. This test assesses proficiency holistically by assigning students to one of five levels based on their performance.

Test Title: *Pre-LAS*
Publisher: CTB/McGraw-Hill Publishing Company
Address: 20 Ryan Ranch Road
Monterey, CA 93940
Telephone: 1-800-538-9547
Publication Date: 1976 (revised 1985)

Description: This test is designed for use with pre-kindergarten through first-grade students. It measures overall Spanish proficiency through six subtests, which measure receptive as well as expressive ability. The Pre-LAS, like the LAS, examines overall Spanish language performance. The test is individually administered.

Test Title: *The Woodcock Language Proficiency Battery (WLPB)*
Publisher: The Riverside Publishing Company
Address: 8420 Bryn Mawr Avenue
Chicago, IL 60631
Telephone: 312-693-0040
Publication Date: 1981 (revised 1991)

Description: This individually administered battery of multiple-choice tests is designed to determine language proficiency in Spanish or English (placement) and to assist in instructional planning. The battery includes three oral subtests, three reading subtests, and two written subtests. All subtests rely on listening and speaking skills. Some written stimuli are used, but for the most part, the examiner asks questions and the student responds orally rather than in writing.

Test Title: *The Woodcock-Muñoz Language Survey*
Publisher: The Riverside Publishing Company
Address: 8420 Bryn Mawr Avenue
Chicago, IL 60631
Telephone: 312-693-0040
Publication Date: 1981 (revised 1991)

Description: This individually administered test provides an overview of English and Spanish language ability in the areas of oral language, reading, and writing. Oral language is assessed through the use of picture vocabulary and verbal analogies. Reading skills are assessed through letter or word identification. Writing is assessed through a dictation exercise. Use of the English form in conjunction with the Spanish form enables examiners to ascertain which of the two languages is stronger. Information regarding the subject's proficiency in each language is compared to others at the same age or grade level. Based on their performance, students are classified into one of five levels of proficiency.

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Key

Assessment Instrument Type

Ongoing/end-of-year assessment = assessment administered during the course of the year to monitor student progress or as a final assessment at the completion of the school year
Program Evaluation = instruments used to evaluate the effectiveness of a foreign language program
Placement = assessment instruments used to place students at the appropriate level

Programs

ALL = all programs
FLES = Foreign language in the elementary schools
IM = Immersion programs
MSFL = Middle school sequential foreign language
MHSFL = Middle and high school sequential foreign language

Assessment Instrument Focus

Achievement = assesses student's mastery of course content
Proficiency = assesses student's overall language ability

Grade Level

K = kindergarten
1-12 = numbers correspond to grade level in elementary through high school
Postsecondary = refers to years of study that follow completion of high school

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FRENCH

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Pohnpeian Oral Language Proficiency Test 110
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Modality: Listening

FRENCH

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Modalities: Listening/Speaking

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CHUUKESE (LAGOON)

Chuukese Oral Language Proficiency Test 20
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JAPANESE

Japanese Oral Language Interview 93
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PALAUAN

Palauan Oral Language Proficiency Test 109
(ALL) (Achievement, proficiency, placement, program evaluation, disability screening; K-4, 5-8, 9-12)

POHNPEIAN

Pohnpeian Oral Language Proficiency Test 110
(ALL) (Achievement, proficiency, placement, program evaluation, disability screening; K-4, 5-8, 9-12)

SPANISH

Oral Proficiency Assessments - Simulated Oral Proficiency Interviews 146
(MSFL) (Achievement, proficiency, placement; 7, 8)

TAGALOG

Tagalog Oral Language Proficiency Test 159
(ALL) (Achievement, proficiency, placement, program evaluation, disability screening; K-4, 5-8, 9-12)

Modality: Speaking

ALL LANGUAGES

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language assessment in K-8

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COMPILED BY
LYNN THOMPSON

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